DOCUMENT RESUME

ED 194 940 CS 503 143

AUTHOR	Bergman, Richard F.
TITLE	A Resource Curriculum in Public Address.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
SPONS AGENCY	Department of Education, Washington, D.C.
REPORT NO	WSDPI-Bull-1092
PUB DATE	80
NOTE	155p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Communication Skills: *Curriculum Development: Instructional Materials: *Persuasive Discourse: *Public Speaking: Resource Units: Secondary Education: Speech Skills: Teaching Guides: Teaching Methods: *Units of Study

ABSTRACT

Developed as part of a series of teacher resource curriculum units in communication arts, this resource unit on public speaking includes several components organized for direct teacher use. The seven units that are offered include introduction to public communication, delivery, language, organization, speaking to share information, speaking to influence, and speaking on ceremonial occasions. These units contain introductory motivational statements, sets of instructional objectives, content outlines, learning activities, assessment suggestions, and selected references and materials. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194940

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A RESOURCE CURRICULUM IN PUBLIC ADDRESS

by

Richard F. Bergman
Formerly
Cedar Falls High School
Cedar Falls, Iowa
Currently
Education and Training Specialist
Kimberly-Clark
Neenah, Wisconsin

published by

Wisconsin Department of Public Instruction
Barbara Thompson, State Superintendent

Division for Instructional Services
Catherine Stehly, Assistant Superintendent

Bureau for Program Development
Arnold M. Chandler, Director
Robert W. Kellner, Supervisor
English and Communication Arts

Bulletin No. 1092

CS503/43

DEC 4 1980

TABLE OF CONTENTS

ACKNOWLEDGEMENTS. iii

FOREWORD. iv

INTRODUCTION. v

UNIT ONE
INTRODUCTION TO PUBLIC COMMUNICATION 1

UNIT TWO
DELIVERY 15

UNIT THREE
LANGUAGE 38

UNIT FOUR
ORGANIZATION 51

UNIT FIVE
SPEAKING TO SHARE INFORMATION. 72

UNIT SIX
SPEAKING TO INFLUENCE. 92

UNIT SEVEN
SPEAKING ON CEREMONIAL OCCASIONS 128

ACKNOWLEDGEMENTS

The Wisconsin Department of Public Instruction expresses appreciation for the time, support and assistance of the following in producing this curriculum resource unit:

Richard F. Bergman

* * * * * * * *

Wisconsin Communication Association Editorial Advisory Committee

Ron Allen, University of Wisconsin-Madison, Co-chairperson

Richard Barnes, The Executive Committee, Milwaukee
Former high school and college instructor

Charles Brown, D.C. Everest High School, Schofield

William Davidson, University of Wisconsin-Stevens Point

Sharol Parish, Memorial High School, Madison

Sharon Sohner, Hamilton High School, Sussex

This project was supported in part by funds under ESEA, Title IV (Public Law 98-380, as amended). The statements and opinions expressed herein do not necessarily reflect the position of the policy of the United States Department of Education and no official endorsement by the United States Department of Education should be inferred.

FOREWORD

In recent years, the Wisconsin Department of Public Instruction in cooperation with the Wisconsin Communication Association has developed a series of teacher resource curriculum units in communication arts. Public speaking is the fourth publication in this series. This resource unit includes several components organized for direct teacher use. These are: an introductory motivational statement, a set of instructional objectives, a content outline, learning activities, assessment suggestions and selected references and materials.

Besides offering stimulating ideas for teachers, this publication has the ultimate aim of improving communication skills of students in Wisconsin schools. To this end, the author of Public Speaking has directed this resource to assist teachers of adolescents.

The author and the Department of Public Instruction welcome feedback from those teachers using this resource unit.

Arnold M. Chandler, Director
Bureau for Program Development

INTRODUCTION

The contemporary teacher of speech communication has a noble heritage. In ancient Greece, questions about the power of human speech were posed and discussed by leading thinkers like Plato and Aristotle. Famous Romans such as Cicero and Quintilian also contributed to thought about the kinds of problems communicators face. Through the ages, people have been seeking ways to improve the communication skills of students. Today the search for new insights and fuller understandings continues by building on a sound tradition.

The focus of instruction in public speaking is on skill development--and quite properly so. As Wayne Thompson noted:

> . . . the peculiar province of work in rhetoric and public address is skills--skills in logical analysis, skills in making ideas clear and persuasive, skills in researching solutions . . . and of course skills in organizing, phrasing and delivering ideas.[1]

Instruction in these fundamental skills performs a vital function in the general education of today's high school students. At a time when people are calling for a return to the "basics" what could be more basic than the ability to organize, phrase, and deliver ideas effectively?

It is the purpose of this resource curriculum to suggest a wealth of learning goals, content descriptions, learning activities, assessment procedures, and selected references from which individual teachers may choose in planning instruction. The intention is that this resource curriculum will serve as an aid in planning and will be modified and adapted to specific circumstances and needs.

The format for each unit in this curriculum follows a standard design:

The *Introductory Statement* for each unit presents an overview of the area of public address dealt with in that unit and provides special suggestions regarding the use of materials in the classroom.

The *Instructional Objectives* are stated in behavioral terms and progress from lower to higher order cognitive behaviors for each major area of content.

The *Content Outline* presents the body of knowledge to be treated in each unit. Each Roman numeral division of the content outline is reflected in recall, comprehension, application, analysis, and synthesis instructional objectives.

The *Learning Activities* provide many creative student-oriented exercises that function at the various cognitive levels.

The *Instructional Assessment* is intended to provide an effective means of evaluating the success of instructional techniques and to determine the extent of student learning. The first part of each instructional assessment section identifies content that may be tested at the recall and comprehension levels. The second section points to the learning activities that may be taken as evidence of student progress toward higher level cognitive goals. The third part of the instructional assessment section calls attention to activities that require students to demonstrate mastery over the entire unit.

The *Unit References* identify sources of information regarding unit content. Each reference includes an annotation that is intended to guide the teacher to additional source materials for the learning activities and to further teacher knowledge in the indicated areas.

It is believed that the order of the units is the logical sequence to follow. *Unit One* is designed to alert the student to the importance of public communication and its study in his/her own life and to place public speaking within the broader context of all public communication. Qualities of public communication that distinguish it from other forms of speech communication are discussed. Students are introduced to several of their responsibilities as senders and receivers. Unit Two examines aspects of delivery relevant to public speaking. It is presented early in the curriculum because delivery behaviors are often resistant to change--yet they are important throughout the course. In addition, activities for this section are designed to increase student willingness to participate with positive feelings and attitudes in the content of later units. Unit Three focuses on qualities of effective language use and figures of speech that may enhance expression. Unit Four focuses on the organization of public messages. Many activities are presented to help students see various relationships among ideas. The fifth unit concentrates on skills needed for the effective sharing of information. Numerous methods of amplification are presented and listening skills are given emphasis. The sixth unit is designed to improve the persuasive speaking and critical listening skills of students. The seventh unit concerns the nature and types of occasions that call for ceremonial discourse. This form of public speaking completes the series because it requires the speaker to satisfy especially high standards of competence.

---

[1] Wayne N. Thompson, "Mindless Change and Thoughtless Repetitiveness", *The Southern Speech Communication Journal* 40 (Fall 1974), pp. 5-6.

It is natural for a resource curriculum to contain more material than an individual teacher is likely to use in a particular unit or course. Its comprehensiveness is designed to offer ranges of choice for a variety of teachers. Each teacher must choose those areas of content and those instructional foci most appropriate to the interests, needs, and ability levels of his/her students.

A well taught course in public speaking can train students in vital skills. This resource curriculum is designed to aid teachers and students in their efforts to master the skills of a valuable tradition of instruction in public speaking. It is my belief that this is the most complete and carefully designed resource curriculum currently available for high school teachers of public speaking. During the three years that this curriculum was in preparation, I had the opportunity to test these activities with my students at Cedar Falls High School. I am pleased to offer these materials to you. I hope that you find them as useful and enjoyable as we did.

UNIT ONE

INTRODUCTION TO PUBLIC COMMUNICATION

INTRODUCTORY STATEMENT

> ...so pervasive and varied are the efforts of some to influence the beliefs and actions of others that our very environment is taking on a rather distinctly rhetorical character.[1]
>
> Robert L. Scott and Bernard Brock
> Methods of Rhetorical Criticism

Professors Scott and Brock suggest that there is an environment as worthy of our attention and protection as our natural physical environment--our rhetorical or communication environment. Before focusing primarily on communication skills for public speaking, it is important for students to realize that a broad range of public messages are available for analysis by those thinking rhetorically. Far too often our communication surroundings are passively accepted.

The purpose of this unit is to motivate students to think about the nature, scope, and significance of public communication in their personal lives and in the life of society at large. The first section discusses three qualities which help to distinguish public communication from other related forms. This list is not meant to be exhaustive; finer distinctions may be made. Additional points of difference such as degree of formality and evidence of communicator purpose may be included if the teacher wishes. The second section offers some statistical data on the various media to help teachers alert students to the scope of the public communication environment. Many forms of public communication are discussed in order to place public speaking within a broad context. The social significance of public communication is also explored. The skills of public speaking are presented in a manner that previews later units. The third major part of this unit offers some guidelines for effective communication by responsible speakers and listeners. This list could be expanded, but the goal here is to encourage consideration of the ethical dimensions of communciation without setting down too many cumbersome rules. Emphasis should be placed on getting students to see the value of applying these guidelines when participating in all forms of public communication.

Two final suggestions may assist the teacher when approaching this introductory unit. First, you may use this unit to provide a general overview of what is to come; it may help acclimate students to the study of public communication. Take time to discuss areas to be explored, methods of approach to be taken, and student expectations. Secondly, remember that stimulating the interests of learners is critical at this point. Allow adequate time and provide a sufficient number of activities for students to realize the personal importance of the study of public communication.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR DISTINGUISHING FEATURES OF PUBLIC COMMUNICATION

A. The student will be able to list three distinguishing features of public communication.

B. The student will be able to match three paraphrased descriptions of the distinguishing features of public communication with key words in those features.

C. Given a list of instances of communication, the student will be able to identify those instances which qualify as public communication.

II. INSTRUCTIONAL OBJECTIVES FOR JUSTIFICATION FOR STUDYING PUBLIC COMMUNICATION

A. The student will be able to list four justifications for studying public communication.

B. The student will be able to match paraphrased descriptions of justifications for studying public communication with key words in those justifications.

C. The student will be able to list five instances or examples of public communication to which he/she is exposed during the course of a typical day.

D. The student will be able to discuss the subtle and direct claims being made in at least two instances of public communication.

E. The student will be able to describe how public communication skills contribute to success in at least three careers.

F. The student will be able to describe ways in which at least three public communications skills contribute to a healthy communication environment.

III. INSTRUCTIONAL OBJECTIVES FOR GUIDELINES FOR EFFECTIVE PUBLIC COMMUNICATION

A. The student will be able to list four guidelines for responsible speakers and four guidelines for responsible listeners.

B. The student will be able to match paraphrased descriptions of effective speaker and listener guidelines with key words in those guidelines.

C. Given descriptions of communication situations, the student will be able to identify those situations where either speakers or listeners did not follow guidelines for effectiveness.

CONTENT OUTLINE

I. There are three particular features which may serve to distinguish public communication from other forms of communication.

A. The roles of speaker and listener are relatively stable over time in public communication.

1. Speakers assume primary responsibility for maintaining mutually rewarding communicative experiences with members of their audiences.[2]

2. Listeners acquiesce in the arrangement of speaking-listening responsibilities for not-always-predictable periods of time. Generally a sense of "turn-taking" stops.

3. In his opening remarks during an address to students at Princeton, the late Adlai Stevenson highlighted the relative stability of speaker-listener roles: "As I understand it I am here to speak and you are here to listen. Let us hope that we both finish at the same time."

B. The public speaker always has the task of adapting to an audience.* A speaker may benefit from knowledge about many distinct aspects of audience members such as their:

1. Age
2. Sex

---

*Students may profit from thought about the degree to which a speaker should be willing to adapt his/her position to his/her immediate audience. Consider times when a speaker may feel an ethical responsibility not to adopt position or arguments to particular audiences. A speaker may choose to address posterity. A speaker may choose to address an audience that is not physically present in appealing to other people of greater intelligence and reasoning ability.

3. Race

4. Educational background

5. Religion

6. Socio-economic status

7. Major reference groups and persons

8. Knowledge of subject

9. Attitude toward subject

10. Skills as an audience

11. Ability to mediate change

C. The size of an audience for public communication is usually larger than for some other forms of communication.

   1. A public speaker's message usually must be of interest and importance to a group of people as a whole rather than to one person or a few individuals.

   2. With a larger number of people involved, there is a greater opportunity for intra-audience effects (networks of messages sent and received by audience members themselves) to play a role in determining the influence of the communication.[3]

II. Four important justifications for studying public communication should be considered.

A. Public communication is pervasive in contemporary American society. Consider a few of the ways people use and are exposed to public communication.

   1. Television is pervasive.[4]

      a. American homes are full of television sets.

         1.) Almost every American home has one or more sets.

         2.) Almost half of American households have two or more television sets.

      b. Millions of hours are broadcast annually.

         1.) Almost 700 television stations, operated as privately-owned profit-seeking ventures, annually broadcast four million hours of programming.

         2.) About 250 public and educational stations, supported by contributions and subsidies, annually broadcast an additional 1.4 million hours.

      c. Television programming draws large audiences.

         1.) The set in the average television household is on almost seven hours each day.

         2.) The average viewing of children of elementary school age is twenty-seven hours per week.

         3.) On a typical evening between 8 and 9 p.m. the audience is ninety-eight million persons, about half the population of the country.

   2. Radio is pervasive.

      a. Americans have many radio receivers in use.[5]

         1.) There are about two hundred fifty million radio receivers in 64.1 million homes (95% of all households).

         2.) There are about ninety million radio receivers in cars.

         3.) There are about ten million radio receivers in public places.

b. Many people listen to radio programming.[6]

1.) Over a week's time, 96% of all people twelve years and older--with certain exceptions--listen to or hear a radio. (This figure does not include people in prisons, most of those in the armed forces, students in dormitories, and people in other institutions.)

2.) During morning drive-time (6-10 a.m.), the number of total listeners per average quarter hour is forty-two million.

3.) Total listeners at night (7-12 p.m.) per average quarter hour come to about nineteen million.

3. Film is pervasive.

a. Many films are produced for American audiences each year.[7]

1.) Around 280 feature films are produced in the United States each year.

2.) Around 229 foreign features are imported each year.

3.) About 14,000 non-theatrical productions are made each year. (For example, films for business, industry, government, and educational groups are produced each year.)

b. Many Americans attend film presentations each year.[8]

1.) Total theater admission to United States theaters was 1,063,200,000 in 1977.

2.) Frequency of attendance for the total public, age twelve and over in 1977 was:

a) At least once a month 27%

b) Once every 6 months . . . 24%

c) Less than once in 6 months . . 14%

4. Print media are pervasive.[9]

a. Newspapers are in abundance.

1.) The overall number of United States daily newspaper titles was 1,761 in 1972.

2.) Over 1,500 towns were served by dailies.

3.) It is estimated that 78% of the population aged 18 years and over read at least one daily paper.

b. Periodicals are in abundance.

1.) In 1972, 9,573 periodicals were published in the United States.

2.) Circulation of periodicals is high.

a.) The top twelve periodicals have over five million copies per issue circulation.

b.) A further thirty magazines circulate over one million copies each per issue.

5. Music on recorded tapes and records is pervasive.

a. A great deal of money is spent on recorded music.

1.) An estimated 4.2 million dollars was spent on records and tapes in 1978.[10]

2.) Pop, rock, and soul music account for 62% in dollar volume of recorded music sales.

b. Unit sales of record albums are high.[11]

1.) Many albums sell more than 500,000 copies.

a.) In 1976, 149 albums sold over 500,000 copies.

b.) In 1977, 183 albums sold over 500,000 copies.

c.) In 1978, 193 albums sold over 500,000 copies.

2.) Many albums sell over a million copies.

a.) In 1976, 37 albums sold over a million copies.

b.) In 1977, 68 albums sold over a million copies.

c.) In 1978, 102 albums sold over a million copies.

B. Public communication is significant in contemporary American society.

1. Receivers are exposed to a large number of competing demands through the public communications addressed to them each day.

2. Receivers' decision options are limited and extended through public communication. In both direct and subtle ways public messages influence the choices we make.

3. Consider the potential influences on beliefs, attitudes, values, and behavior of at least two media.

a. The social impact of television is being studied. It has been suggested that television may do things such as the following:[12]

1.) Offer information about events

2.) Provide models for emulation

3.) Introduce new ways of behaving

4.) Affect the level of or intensity with which acts are performed

5.) Shape future patterns of behavior

6.) Suggest attributes associated with success, power, and dominance or their opposites

b. The social impact of music is being studied.

1.) The lyrics of popular songs may be vehicles for the transmission of beliefs, attitudes, and values. For example, they may:

a) Relate to basic questions of adolescent identity[13]

b) Propose a new set of cultural values[14]

c) Suggest changes in the nature of interpersonal relationships[15]

d) Reflect dominant moods and themes of society at large[16]

2.) The use of music in commercials may reflect and shape popular attitudes and values.

a) There is increased recognition that product claims can be made indirectly through the subtleties of music.[17]

b) Consider how many people have memorized the words to advertising jingles like the following from Sid Woloshin, Inc.:

1970 - for McDonald's -- "You deserve a break today"

1971 - for State Farm Insurance -- "Like a good neighbor"

1975 - for McDonald's -- "You - You're the one"

C. Public communication skills contribute to personal achievement and success in a great number of careers. For example, consider the following positions:

1. Teachers require competence in public communication skills.

2. Lawyers require competence in public communication skills.

3. Business and industrial executives require competence in public communication skills.

4. Engineers require competence in public communication skills.

5. Preachers and ministers of different religious faiths require competence in public communication skills.

6. Politicians and diplomats require competence in public communication skills.

D. The health of our communication environment as a whole requires competent receivers and pervaders of public communication. A consideration of relevant public communication skills will clarify this idea. Speakers and listeners need to be competent in skills related to:

1. The delivery of public communication. Areas to consider include:

   a. The nature of public speaking settings

   b. Methods of delivery

   c. Aspects of vocal delivery

   d. Aspects of physical delivery

2. The language of public communication. Areas to consider include:

   a. Qualities of effective language use

   b. Figures of speech that enhance expression

3. The organization of public communication. Areas to consider include:

   a. Patterns of organization

   b. Functions and devices of introductions

   c. Functions and devices of conclusions

   d. Speech outlines

4. Speaking to share information. Areas to consider include:

   a. The formation of subject sentences

   b. The formation of main points

   c. Methods of amplification

   d. Ways to improve listening skills

5. Speaking to influence. Areas to consider include:

   a. The formation of propositions

   b. The formation of contentions

   c. Support for contentions through evidence

   d. Dimensions of source credibility

   e. Motivational appeals

   f. Critical listening skills

6. Speaking on ceremonial occasions. Areas to consider include:

   a. Distinctive features of ceremonial speeches

   b. Types of ceremonial speeches

   c. Guidelines for achieving excellence in ceremonial speaking

III. There are several guidelines for effective public communication.

   A. Among the guidelines for responsible speakers are the following:

      1. To be well informed on the subject under discussion and other relevant subjects

      2. To respect the viewpoints and opinions of receivers

      3. To be willing to present the grounds (facts, attitudes, values, and motives) upon which conclusions are based

      4. To accept full responsibility for what they say

   B. Among the guidelines for responsible listeners are the following:

      1. To prepare physically and mentally to concentrate on the message

      2. To eliminate or minimize any distractions that would interfere with comprehension

      3. To prevent premature dismissal of a topic and/or speaker based on such things as the speaker's prior reputation or immediate appearance

      4. To reserve final judgment while actively applying critical thinking skills during the listening process

LEARNING ACTIVITIES

I. Activities related to distinguishing features of public communication

   A. The basic concepts in the content outline may be presented in a lecture-discussion format drawing on appropriate examples supplied by the teacher and generated from classroom discussion. To insure that students understand these basic ideas, the teacher may ask students working individually or in small groups to:

1. List three distinguishing features of public communication. A sample response would be:
    a. Stability of speaker-listener roles
    b. Necessity of adapting to an audience
    c. Size of audience
2. Match three paraphrased descriptions of the distinguishing features of public communication with those features.

(Audience size)	More people are usually involved in receiving the messages of public communication.
(Stability of roles)	Speakers are given greater responsibility for the creation and presentation of messages while listeners accept primary roles as receivers of messages.
(Audience adaptation)	The speaker must carefully consider the audience and adjust the message accordingly.

B. A list of briefly described instances of communication is presented below. When considering each instance, students should complete two tasks. First, students should determine whether the instance qualifies as public communication. If it does, they should write "P.C." in the space provided. If it does not qualify, they should write "no" in the blank. Secondly, students should explain any "no" choices by noting what distinguishing feature was not present.

1.	(No - communicator roles are not stable.)	A teenager at the grocery store on an errand for his mother spots a group of friends walking by on the way to a party. He pokes his head out the door long enough to yell, "Hey, wait up. I'll be out in a second" before he goes back in the store to complete his errand.
2.	(P.C.)	A husband and wife are watching the Six O'Clock Nightly News from their local television station.
3.	(P.C.)	The office manager calls a meeting of 10 members of the staff to present her ideas about morale and efficiency in the office.
4.	(No - communicator roles are not stable.)	Three high school cheerleaders meet in the gymnasium after school to practice their routines and exchange ideas about school spirit.
5.	(P.C.)	A guide at the Wisconsin Dells has a boat full of people out for a one hour tour of the Dells' most scenic spots. While the guide explains the history of the area, several tourists visit casually among themselves.

6. (No - communicator roles are not stable.) Two astronauts on the launch pad are in constant communication with mission control just prior to take off.

II. Activities related to justification for studying public communication

A. Before advancing to more difficult activities the teacher may wish to check student comprehension of basic ideas in the content outline. Teachers may ask students working individually or in small groups to:

1. List four justifications for studying public communication. A sample response would be:

   a. Public communication is pervasive in contemporary American society.

   b. Public communication is significant in contemporary American society.

   c. Public communication skills contribute to personal achievement and success in a great number of careers

   d. The health of our communication environment as a whole requires competent receivers and pervaders of public communication.

2. Match paraphrased descriptions of justifications for studying public communication with key words in those justifications.

   a. Pervasiveness

   b. Significance

   c. Career success

   d. Healthy communication environment

      (c) Effectiveness and success in many jobs depends on public communication competence.

      (b) Individual choices are influenced by the competing demands public communication makes.

      (d) Competent speakers and listeners can keep our communication environment pollution free.

      (a) Individuals in contemporary American society are continually addressed through various forms of public communication.

B. Students should become aware of how public communication is a regular part of their daily lives. Have students list instances of public communication to which they are exposed during a typical day. Common instances which they might list for this exercise would include:

1. Sitting in a classroom listening to a teacher

2. Hearing a friend share a good story with a group of students in the cafeteria

3. Enjoying a local radio show while driving to work

4. Listening to a favorite album while doing some homework at night

5. Watching the last part of a late night talk show before going to bed

C. One of the primary goals of this section is to start students thinking about their roles as speakers and listeners during more informal and less obvious instances of public communication. The following activities may alert students to the subtle influences of public communication.

1. Write out the lyrics to five popular songs. What beliefs, attitudes, values, life styles, etc. are being portrayed? Is the portrayal positive or negative? Examples for analysis could include the Beach Boys' songs associated with

the California Surf, rock musicals like "Hair," and the compositions of activists like Joan Baez and Bob Dylan.

2. Consider the public communication of a popular film. To what degree may this form of "entertainment" be transmitting a set of values, beliefs, and attitudes? Examples for analysis would include "Catch-22," "One Flew Over the Cuckoo's Nest," and "The Deerhunter."

3. Consider the appropriate listener responsibilities when watching a favorite television program. What are the explicit and implicit messages of very successful shows like "M.A.S.H.," "The Waltons," and "Little House on the Prairie?" What values, beliefs, attitudes, or behavior may be encouraged?

D. Have students describe how public communication skills contribute to success in at least three careers. This is an opportunity for students to explore several careers which interest them. The following suggest possibilities:

1. Lawyers require competence in public communication skills both in and out of the courtroom situation. In court they need to be able to present positions clearly and persuasively to the judge and members of the jury. Outside of the courtroom they need to be able to prepare documents and transact legal business in ways that will reach a variety of audiences. Successful lawyers are also good listeners.

2. Teachers require competence in public communication skills. They need to be able to present ideas and materials in ways that students can understand. They also need to be able to counsel individual students and confer with all those interested in the educational process.

3. Diplomats must be able to present the positions of their governments in many forms. Their skills in explaining and justifying actions and policies need to be especially well developed. They also must have communication skills that allow them to understand the positions of other countries.

E. Have students describe ways in which at least three public communication skills contribute to a healthy communication environment. The following suggest possibilities:

1. Students could describe how senders and receivers trained in the qualities of effective language use contribute to a healthy communication environment.

2. Students could explain how senders and receivers who understand the nature of public speaking settings contribute to a healthy communication environment.

3. Students could explain how senders and receivers who understand methods of amplification contribute to a healthy communication environment.

III. Activities related to guidelines for effective public communication.

A. Before advancing to more challenging activities, the teacher may wish to check student understanding of basic ideas from the content outline. Teachers may ask students working individually or in small groups to:

1. List four guidelines for responsible speakers and four guidelines for responsible listeners in public communication. A sample response would be:

a. Responsible speakers

1.) Are well informed

2.) Respect receivers

3.) Present grounds for their conclusions

4.) Accept responsibility for what they say

b. Responsible listeners

1.) Prepare to concentrate on the message

2.) Eliminate or reduce any distractions

3.) Prevent premature dismissal of a topic and/or speaker

4.) Apply critical listening skills to the message while reserving final judgment

2. Match paraphrased descriptions of guidelines for responsible speakers and listeners with key words in those guidelines.

Key words in guidelines

a. Informed

b. Respect receivers

c. Accept responsibility

d. Present grounds

e. Prepare to concentrate

f. Eliminate distractions

g. Prevent dismissal

h. Apply critical listening skills

Paraphrased descriptions

(h) Reflect critically on the message.

(c) Be accountable and answerable for the message.

(f) Remove or reduce obstacles which might prevent understanding of the message.

(a) Possess relevant knowledge about the topic.

(g) Do not prejudge a speaker based on clothing, hair style or assumed character.

(d) Be ready to share information about the sources that support your position.

(e) Be ready to direct attention to the message.

(b) Treat listeners as you would wish to be treated if you were a member of an audience.

B. Several public communication situations are briefly described below. In each case students working individually or in small groups are to accomplish three tasks. Students should first determine whether or not the situation represents a communication problem. If there is not a problem, students should write "none" in the space provided. Secondly, if a problem exists students should identify whether it is primarily "speaker caused" or "listener caused" due to a failure to meet important responsibilities. Third and finally, if students have identified problems, they should specify which speaker or listener responsibility has not been met.

1. (listener caused - failure to prepare physically and mentally to concentrate on the message) Lisa is attending a meeting of the Youth Group at church tonight. She takes a chair at the back of the room behind a column. As soon as the guest speaker begins, she slumps down in her chair and starts to read a pamphlet she brought along about a nearby resort spot.

2.	(speaker caused - failure to present the grounds upon which conclusions are based)	A citizen protesting the building of a nuclear power plant claims that the power company plans to increase the size of its facility each year until it eventually controls an area five times the presently proposed site. The citizen gives no hint as to how she arrived at her prediction.
3.	(none)	The high school principal is talking to students about the problem of vandalism at school over the public address system during a homeroom meeting. John asks his friends to be quiet so he can hear what action the principal plans to take.
4.	(speaker caused - failure to be well informed on the subject)	A candidate for school board has been urging that property taxes be raised to better finance community schools. When asked about the recent history and current rate of taxation for the city, the speaker is unable to reply.
5.	(listener caused - premature dismissal of the speaker)	Ken has gone to the art fair in the park with some friends. His friends also want to hear a popular musician who is at the fair. The singer is famous for his songs about race relations, the environment, and world peace. Ken thinks the musical artist looks like a bum, and he cannot believe his friends want to hear anyone who looks like that. He goes back home.
6.	(speaker caused - failure to accept responsibility for what was said)	Two weeks ago a star professional basketball player claimed in a nationally televised interview that several of his teammates were using illegal drugs before big games. Now one of the teammates he mentioned is suing him for defamation of character. The star now denies that he ever made any charges and is asking everyone to forget the whole thing.

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask students to:

A. List three distinguishing features of public communication

B. Match three paraphrased descriptions of distinguishing features of public communication with those features

C. List four justifications for studying public communication

D. Match four paraphrased descriptions of justifications for studying public communication with key words in those justifications

E. List four guidelines for responsible speakers and four guidelines for responsible listeners

F. Match paraphrased descriptions of guidelines for responsible speakers and listeners with key words in those guidelines

II. Some of the work prepared in the learning activities may be evaluated. For example, the teacher may choose to:

A. Collect and score student efforts to determine whether particular instances qualify as public communication

B. Collect and score student lists of common instances of public communication in their lives

C. Evaluate student analyses of subtle influences of public communication in more informal and less obvious instances

D. Evaluate student descriptions of how public communication skills contribute to success in at least three careers

E. Evaluate student descriptions of ways in which at least three public communication skills contribute to a healthy communication environment

SELECTED UNIT REFERENCES

Bitzer, Lloyd F. and Edwin Black, eds., The Prospect of Rhetoric. (Englewood Cliffs, New Jersey: Prentice-Hall, 1971).

This report of The National Developmental Project on Rhetoric offers a number of stimulating essays on the future directions of rhetorical inquiry.

Bryant, Donald C. and Karl R. Wallace. Fundamentals of Public Speaking. 5th ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1976).

Chapter Five offers several excellent ideas on the ethical dimensions of public communication.

Corbett, Edward P. J. Classical Rhetoric for the Modern Student. (New York: Oxford University Press, 1965).

The opening section of this book discusses interesting relationships between contemporary life and classical rhetoric.

Ehninger, Douglas. Contemporary Rhetoric - A Reader's Coursebook. (Glenview, Illinois: Scott, Foresman and Company, 1972).

This anthology gives a broad picture of recent developments in many areas of rhetorical scholarship. Professor Ehninger provides a thoughtful introduction to the collection and provides excellent questions for study and discussion at the conclusion of each essay.

Fisher, Walter R., ed. Rhetoric: A Tradition in Transition. (Michigan State University Press, 1974).

This collection of essays focuses on some of the major questions and issues involved in contemporary rhetorical scholarship.

Johannesen, Richard L. Contemporary Theories of Rhetoric: Selected Readings. (New York: Harper and Row, 1971).

This collection explores several trends in contemporary rhetorical theory.

Kahane, Howard. Logic and Contemporary Rhetoric. 2nd ed. (Belmont, California: Wadsworth, 1976).

In chapters seven, eight, and nine Professor Kahane provides suggestions for critical receivers interested in looking at advertising, the news, and textbooks.

Scott, Robert L. and Bernard L. Brock. Methods of Rhetorical Criticism: A Twentieth Century Perspective. (New York: Harper and Row, 1972).

Major approaches to rhetorical criticism are discussed and numerous examples of the various methodologies are presented.

FOOTNOTES

[1] Robert L. Scott and Bernard L. Brock, Methods of Rhetorical Criticism: A Twentieth Century Perspective (New York: Harper and Row, 1972), preface.

[2] John Wilson and Carroll Arnold, Public Speaking as a Liberal Art 3d ed. (Boston: Allyn and Bacon, Inc., 1975), pp. 3-4.

[3] Roderick P. Hart, Gustav W. Friedrich, and William D. Brooks, Public Communication (New York: Harper and Row, Publishers, 1975), pp. 26-28.

[4] George Comstock, "The Impact of Television on American Institutions," Journal of Communication, 28, No. 2 (Spring 1978), pp. 12-28.

[5] World Communications, Published by the Unesco Press, 1975, pp. 202-203.

[6] Alfred J. Jaffe, "What Everyone Should Know About Radio Listening," Television/Radio Age, July 4, 1977, pp. 23-24 + 106 + 108.

[7] World Communications, Published by the Unesco Press, 1975, pp. 205-206.

[8] Motion Picture Almanac, Quigley Publishing Co., 1979, p. 32A.

[9] World Communications, Published by the Unesco Press, 1975, pp. 199-200.

[10] Peter Bernstein, "The Record Business: Rocking to the Big-Money Beat," Fortune, 99, April 23, 1979, pp. 58-62+.

[11] "Recording Industry A 4-Billion-Dollar Hit," United States News and World Report, 86, April 30, 1979, pp. 68-71.

[12] George Comstock, "The Impact of Television on American Institutions," Journal of Communication, 28, No. 2, (Spring 1978), pp. 12-28.

[13] L. P. Sontiago, "The Lyrical Expression of Adolescent Conflict in the Beatle's Songs," Adolescence 4:14 (May 1969), pp. 150-164.

[14] J. T. Casey, "The Ideology of Autonomy in Popular Lyrics: A Content Analysis, Psychiatry 32:2 (May 1969), pp. 150-164.

[15] R. K. Cole, "Top Songs in the Sixties: A Content Analysis of Popular Lyrics," American Behavioral Scientist 14:3 (January 1971), pp. 389-400.

[16] F. Hannett, "The Haunting Lyric: The Personal and Social Significance of American Popular Songs," Psychoanalytic Quarterly 33 (April 1964), pp. 226-269.

[17] "Music Men Sound Off on Trends," Television/Radio Age, May 22, 1978, p. 38.

UNIT TWO

DELIVERY

INTRODUCTORY STATEMENT

> ...from the face we understand numbers of things, and its expression is often equivalent to all the words we could use.[1]
>
> Quintilian
> Institutes of Oratory

Quintilian's observation about the significance of facial expression highlights the importance of delivery as speakers transmit messages to receivers. The study of delivery will be of value to students both as speakers and listeners. Sound instruction in delivery should enable students to complement and reinforce their verbal messages while avoiding behaviors that could distract, confuse, or irritate receivers. Sound instruction in delivery should also make students more sensitive to nonverbal clues so they may more readily interpret messages.

But sound instruction in delivery is not always provided in the secondary school speech classroom. Delivery is slighted for a variety of faulty reasons. Some believe that "average" students do not need any instruction in delivery. If a severe problem comes along, the speech clinician can be called in to work individually with the student. Others believe that with attention given to the joy and excitement of communicating ideas, delivery will take care of itself. Finally, delivery may be mentioned at the cognitive level without providing a series of graduated exercises contributing to skill development. As a result, there is little or no improvement in the vocal and physical ability of students to deliver messages. These approaches share the common fault of assuming that students are confident and competent in skills required for the effective transmission and reception of public messages. This assumption can lead to disappointing speeches from the perspective of both students and teachers. If students are faulted for lacking skills that were never directly taught, they justifiably feel frustrated and unfairly criticized.

Focusing on delivery early in the course allows all students the opportunity to experiment and practice with their own special talents. While participating in a series of exercises designed to develop delivery skills, students are, in effect, presenting a number of mini-speeches. Later speaking assignments build on these mini-experiences by providing more formal and disciplined practice in the combined aspects of vocal and physical delivery.

It is the goal of this unit to develop student awareness of and skill in the many aspects of delivery which make significant contributions to the effective sending and receiving of public messages. The first part of this chapter reminds students of the broad variables that operate in public speaking settings. The second part focuses on the types of delivery that are available to speakers. The third section is concerned with the aspects of vocal delivery. The fourth part offers suggestions for the use of the various aspects of physical delivery.

When using this unit, teachers should allow sufficient time for students to master the aspects of vocal and physical delivery presented. Lasting improvement in student skills is more likely if delivery receives focused attention here. Reinforcement then takes place throughout the course. Teachers should also be aware of the get-acquainted function that may be served by the exercises. Students will be working in small groups sharing information about their interests, activities, and plans. At the conclusion of this unit, students should feel more confident about their vocal and physical delivery skills and reassured about the nature of the speech classroom as a positive setting for the delivery of future speeches.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR PUBLIC SPEAKING SETTINGS

A. The student will be able to name two aspects of the public speaking setting that influence communication.

B. The student will be able to match two aspects of the public speaking setting with descriptions of those aspects.

C. Given descriptions of sample public speaking situations, the student will be able to identify the aspect of the setting that might hinder effective communication.

D. The student will be able to analyze public speaking settings from the perspectives of spatial relationships and physical conditions.

E. The student will be able to adapt spatial relationships and physical conditions to promote more effective communication.

II. INSTRUCTIONAL OBJECTIVES FOR TYPES OF DELIVERY

A. The student will be able to name four types of delivery used for public speaking.

B. The student will be able to match four types of delivery with descriptions of those methods.

C. Given descriptions of sample public speaking situations, the student will be able to identify the types of delivery that would most likely be used in the situations.

D. The student will be able to identify, from the public speaking he/she is exposed to in the period of a few days, examples of at least three of the four types of delivery.

E. Given demonstrations of the various types of delivery, the student will be able to analyze the demonstrations from the perspective of the advantages and disadvantages of each method.

F. The student will be able to create four thirty-second to two-minute talks using the methods of manuscript, memorized, extemporaneous, and impromptu delivery.

III. INSTRUCTIONAL OBJECTIVES FOR ASPECTS OF VOCAL DELIVERY

A. The student will be able to name four aspects of vocal delivery behavior involved in public speaking.

B. The student will be able to match four aspects of vocal delivery behavior with descriptions of those aspects.

C. The student will be able to identify the aspect of vocal behavior violated in sample instances.

D. The student will be able to analyze the vocal behavior of speakers from the perspective of the four aspects studied.

E. The student will demonstrate variety in volume, time, quality and pitch in specified communication situations.

IV. INSTRUCTIONAL OBJECTIVES FOR ASPECTS OF PHYSICAL DELIVERY

A. The student will be able to name five aspects of physical behavior related to public speaking.

B. The student will be able to match five aspects of physical delivery behavior with descriptions of those aspects.

C. The student will be able to identify the aspect of physical delivery behavior violated in sample situations.

D. The student will be able to analyze the physical delivery behaviors of speakers from the perspective of the five aspects studied.

E. The student will be able to use appropriate variety in general appearance, facial expression, eye contact, gesture, and bodily movement in specified communication situations.

CONTENT OUTLINE

I. There are two especially important

aspects of the public speaking setting that influence the speaker's delivery: spatial relationships and physical conditions.

A. Speakers should seek to maintain spatial relationships that are physically and psychologically comfortable and appropriate.

   1. Speakers' delivery behavior can influence perceived interpersonal distance in four key ways:[2]

      a. The amount of direct eye contact maintained with an audience will affect perceived interpersonal distance. (Increased eye contact will result in a reduction in perceived interpersonal distance and vice versa.)

      b. The body orientations speakers adopt can influence perceived interpersonal distance. (A more direct body orientation will result in a reduction in perceived interpersonal distance and vice versa.)

      c. The amount of measurable physical distance speakers maintain between themselves and an audience will affect perceived interpersonal distance. (As the measurable distance between speakers and listeners is reduced there will be a corresponding reduction in perceived interpersonal distance and vice versa.)

      d. Whether any objects intervene between speakers and listeners will affect perceived interpersonal distance. (As speakers move out from behind or down from objects that might separate them from their listeners perceived interpersonal distance will be reduced and vice versa.)

   2. In general, when a speaker acts to decrease interpersonal distance, listeners will interpret it as an indication that the speaker is interested and intent.[3] If the attempt to reduce interpersonal distance is accompanied by additional positive clues such as smiling, the listeners will perceive the speaker as being friendly and concerned.

   3. Spatial relationships may also reflect status relationships. In general, persons of importance or in authority occupy positions above and in front of others.

   4. To the degree that speakers can control spatial relationships in public speaking situations, they should take care to create interpersonal distance conducive to effective communication. Speakers may be able to adapt the setting and their own delivery behavior to evoke the nature and degree of audience involvement desired. For example:

      a. Speakers may speak without lecterns, tables, or platforms separating them from their audiences.

      b. Speakers may arrange the seating of the audience in a semicircle to increase direct eye contact and body orientation to more people.

   5. Listeners should be sensitive to the ways interpersonal space may be used in public speaking situations. Listeners should analyze spatial relationships for possible clues about levels of speaker interest and involvement, the type of relationship the speaker wants to create, and possible status differences the speaker sees in the relationship.

      For example:

      a. What might listeners infer from a spatial arrangement that puts the speaker on a podium behind a lectern looking down toward the audience?

      b. What might listeners infer if at some point in the speech the speaker comes out from behind the lectern and moves toward the audience?

B. The physical conditions of a public speaking environment may also influence the speaker's delivery behavior.

1. A number of specific physical conditions should be considered.

a. The amount and type of sounds that can be heard in the room (noisy fans, background music, voices overheard from an adjoining room, etc.,

b. The comfort and appearance of the furniture (hard and straight or plush and comfortable)

c. Temperature may have an influence (extremes of either kind could be uncomfortable)

d. The amount and quality of lighting (natural light, spot lights, or overhead flourescent bulbs)

e. Colors can create moods (dark, rich browns; bright yellows; soft blues; etc. may all influence the total setting)

2. Speakers would be advised to adapt their delivery behaviors if necessary after considering the physical conditions of the speech setting.

a. Adaptations in the vocal aspects of delivery may be necessary (e.g. variety to maintain interest, increased volume to be heard, etc.)

b. Adaptations in the physical aspects of delivery may be necessary (e.g., larger and more frequent qestures to be seen, increased bodily movement, more direct eye contact or less, etc.)

3. Listeners should be aware of and asking questions about aspects of the physical setting.

a. Audio aspects of the setting (e.g., to what degree may I be distracted by audio interference with the speaker's message? What function might that background music be designed to serve?)

b. Visual aspects of the setting (e.g., to what degree may I be distracted by visual interference? How may those flags and posters be operating in this situation?)

II. A speaker may choose from four types of delivery: manuscript, memory, extemporaneous, and impromptu. There may be some speaking occasions that call for a combination of these types.

A. The manuscript type of delivery involves reading the speech from a complete prepared manuscript.

1. This type is especially useful in three speaking situations.

a. When the speech is of great importance and the speaker, usually someone in a position of responsibility, wishes to make sure that it will not be misunderstood, a manuscript is almost essential. (For example, a head of state or ambassador might use a manuscript.)

b. This type is also useful if the speaker must remain within enforced time limits. (For example, those who speak on television and radio must adhere to enforced time limits.)

c. An occasion of great formality or significance may require polished language which would have to be prepared beforehand. (For example, a speaker giving the eulogy for a national hero might use a manuscript.)

2. This type has advantages.

    a. Speakers may determine in advance exactly what they wish to say and find the precise language desired.

    b. During presentation, speakers need not worry about suffering from memory lapses because the complete text is before them at all times.

3. This type has many disadvantages.

    a. Many speakers do not read well.

    b. Many speakers have trouble trying to maintain direct eye contact with their audiences when reading from a manuscript. If this happens, rapport with an audience is reduced.

    c. Speakers using manuscripts may restrict their movement. The speaker may feel encumbered by the manuscript and never move out from behind the lectern to establish more personal contact with the audience.

    d. The use of a manuscript makes audience adaptation difficult. The speech may take on a "canned" flavor rather than appear to be a live communicative transaction between speaker and audience.

4. A speaker planning to use the manuscript type of delivery should consider the following suggestions.

    a. Write the speech in oral style remembering that it will be said aloud.

    b. Practice aloud to time the speech and to listen for awkward or difficult phrasing. Prefer frequent short rehearsal periods over one prolonged rehearsal.

    c. Be very familiar with your manuscript so you can concentrate on using the vocal and physical aspects of delivery behavior.

    d. Prepare the manuscript so it can be read easily. Preferably it should be typewritten, triple spaced, with all pages clearly numbered.

    e. Interpretations may be marked on the manuscript--important words or phrases may be underlined, vocal inflections and pauses signaled, and changes in volume noted.

B. The memory type of delivery involves preparing a manuscript and then memorizing the entire speech.

1. The memorized speech is useful for short speeches when the speaker wants to stress sincerity and the impression of spontaneity while, at the same time, giving careful attention to the language and organization of the speech.

2. The memorized speech has most of the advantages of the manuscript speech. It allows for:

    a. Timing to stay within limits

    b. Careful choice of language

    c. Considerable polishing

    d. A smooth presentation, if properly memorized

3. This type has several disadvantages.

a. The time required to memorize a speech can be a disadvantage. Memorizing even a short speech can be a long and arduous task for many people.

b. Many people have difficulty speaking naturally and conversationally when reciting from memory. Memorized speeches are only common in the theatre, and it may take a skilled actor to make a smooth presentation.

c. There is a danger of forgetting part of the message and never being able to regain composure.

d. The memory method also hinders adaptation of content to audience during the speech.

4. A speaker planning to use the memory type should consider the following suggestions.

a. Suggestions a through c under using a manuscript apply here as well.

b. Be sure you memorize thoroughly far enough in advance of the time you will be delivering your speech.

c. Concentrate on the sense or meaning or your message and do not panic if memory lapse occurs. Pause to gather your thoughts and continue trying to convey the sense of what you mean.

C. The extemporaneous type requires extensive advance study, careful organization of the speech, preparation of an outline or notes, practice, and presentation using only an outline or set of notes.

1. This type is useful on most occasions.

a. It may be inappropriate where a very precise statement of one's message is required, time limits are rigidly enforced, or the use of notes might be interpreted as a lack of sincerity.

b. Normally a skillful speaker with careful preparation can use the extemporaneous type effectively even when the above conditions apply.

2. The advantages of this type, for the majority of speakers, are many.

a. The speaker can remain flexible and continually adapt the message to the audience.

b. Naturalness and spontaneity are encouraged.

c. Eye contact is more easily maintained thus contributing to a more personal style.

d. If the speaker makes proper use of notes or an outline, movement and gesture are not inhibited.

3. Some disadvantages may be associated with this type.

a. The research, outlining, and practice required may take a great deal of time.

b. This type may result in the careless and dull use of language.

c. Nonfluencies and vocalized pauses may distract from the speaker's ideas.

d. The novice speaker may not yet trust his or her ability and may feel lost without a manuscript or memorized speech.

e. Speakers may refer to their notes or outline constantly. When this happens the crucial link of eye contact between sender and receiver is lost.

4. A speaker planning to use the extemporaneous type could profit from the following suggestions.

    a. Keep notes or outline simple and brief. Make sure they are legible.

    b. It is helpful to write notes on only one side of small notecards.

    c. Practice the speech often and aloud.

D. The impromptu type of delivery involves delivering the speech without any advance preparation.

1. There are many occasions where the speaker is required to use this type.

    a. Many conversations may be thought of as nothing more than a series of short, impromptu talks.

    b. A person may decide, without advance preparation, to get involved in a discussion or debate.

    c. A person may be asked without any advance notice to give an opinion or provide some information.

2. The advantage of the impromptu type is that it results in spontaneous and conversational delivery.

3. This type has many disadvantages.

    a. It does not permit the speaker to carefully consider his/her subject, ideas, supporting materials, organization, style, or delivery in advance.

    b. It allows no time for practice.

4. Some suggestions may help the impromptu speaker.

    a. Remember that audience expectations are reduced; consequently, you do not have to match the polish of a Presidential Inaugural Address.

    b. Be brief. Concentrate on two or three aspects of the topic that you are most familiar with and avoid digressions.

    c. Remember the principles of good organization so your remarks are structured to include the sense of an introduction, body, and conclusion.

III. The vocal aspects of delivery are important in that they are responsible for bringing the speaker's message to the ears of listeners. The most eloquently worded, well organized, carefully supported, and thoughtful text may have little impact if the speaker's voice fails to convey the intended message.

A. Volume is a controllable aspect of vocal delivery.

1. The process of making a vocal sound begins with the exhalation of air from the lungs.

    a. When air is expelled from the lungs with force and intensity the vocal folds are caused to vibrate vigorously and a loud sound strikes the ear.

    b. When the amount and force of air expelled from the lungs is reduced, the impact of the air against the vocal folds is decreased and a softer sound strikes the ear.

2. Difficulties may occur with regard to volume control.

    a. Insufficient volume or excessive volume can be troublesome. When the message cannot be heard, everyone's time is wasted no matter how valuable the ideas might be. When volume is so great as to cause discomfort to listeners, ideas may be denied a clear and favorable reception.

b. Lack of variation in volume can cause problems. Boredom may set in and listeners may be confused since lack of emphasis makes all ideas seem equally important.

3. Proper volume control can benefit both listeners and speakers.

   a. The speaker who maintains sufficient volume for the size of the room and the audience can be heard clearly without assaulting the listeners' ears.

   b. Proper variation in volume can emphasize certain ideas, help build to climactic points in the speech, and reinforce transitions in the text. Proper flexibility can help a speaker maintain audience interest as well.

B. Time is a controllable aspect of vocal delivery.

1. The time relationships among sounds uttered in speaking are composed of three aspects:

   a. Duration is the length of time any given sound is made to last.

   b. Rate is the number of words spoken per minute.

   c. Pause is the silence between words.

2. There may be problems with the timing of vocal delivery.

   a. The timing of delivery may simply be too fast for listeners to grasp what is being said. Speakers new to the public speaking situation may especially suffer from a hurried rate as a result of nervousness or anxiety. Speakers may also speak too slow to hold listeners' attention and interest.

   b. Often effective use is not made of pauses. Those in the public speaking situation may fear pauses so they move to fill them with nonfluencies like "er" and "uh" that distract from what is being said. Such nonfluences can damage the speaker's image.

   c. There may not be sufficient variety in the timing of vocal delivery. The result may be an audience lulled to sleep. A metronomic type of delivery may also confuse listeners as all ideas seem to be given equal importance.

3. Control of timing can improve the vocal delivery of public speeches.

   a. It may be helpful to begin at a deliberately slow pace because many speakers have a tendency to accelerate their delivery as they progress. Speakers may check the timing of their delivery by recording and listening to themselves.

   b. Excessive vocalized pauses should be avoided. The most efficient use of pauses takes place when they are used to allow the speaker to breathe, to allow the speaker to think about ideas before proceeding, and to allow the audience time to grasp what has been said before moving on. Silence is not bad. The trained speaker uses pauses effectively and avoids meaningless sound connectives.

c. Timing needs to be varied to maintain audience interest. The speaker who can use timing well can hold audience attention, stress important points, and create dramatic effects.

C. Quality is a controllable aspect of vocal delivery.

1. Each person's voice quality is unique.

a. An individual's voice quality is determined by the size, shape, and texture of the mouth, nose, and pharynx which alter and modify the quality of sound produced by the vocal chords.

b. Terms such as "vibrant," "harsh," "shrill," "husky," "nasal," and "hard" describe some of the ways listeners may perceive voice quality.

2. Problems may occur when people make inaccurate associations between vocal characteristics and personality stereotypes.[4] For example:

a. Nasality in males and females is often associated with a wide array of socially undesirable characteristics.

b. A flatness in vocal quality for males and females is often associated with more masculine, more sluggish, colder, and more withdrawn personalities.

c. The critical listener does not jump to any conclusions about the speaker's personality based on vocal characteristics alone.

3. Variations in vocal quality may add interest to public speeches. There may also be times when the ability to imitate or create particular vocal qualities aids in setting mood, developing character, or evoking laughter.

D. Pitch is a controllable aspect of vocal delivery.

1. Pitch is determined by the number of vibrations made per second by the vocal folds.

a. Using muscles in the larynx, a speaker controls the length and tension of the vocal folds to produce variations in pitch.

b. The greater the tension, the faster the vocal folds vibrate and the higher the pitch. The more relaxed the vocal folds, the slower they vibrate and the lower the pitch.

2. Problems related to pitch may occur.

a. If the same pitch is maintained throughout a speech, the audience may lose interest.

b. Audiences may interpret monotony in pitch as disinterest and lack of involvement on the part of the speaker.

3. Suggestions for improvement in the use of pitch may be offered.

a. Speakers should attempt to extend their range of pitch. Pitch changes may serve to emphasize ideas, aid smooth transitions, and convey interest and involvement in the message.

b. Repetitious pitch patterns should be avoided. Pitch variation may be used to add interest and convey the complexities of the message.

IV. The physical aspects of delivery include general appearance, facial expression, eye contact, gesture, and bodily movement.

A. The general appearance of the speaker can be an important element of physical delivery in the public situation.

1. Research suggests some interesting things about those parts of a person's general appearance that are more physically fixed.

a. Some experimental research suggests that both males and females are more likely to be persuaded by "attractive" members of the opposite sex than they are by "unattractive" members.[5]

b. One study concludes that listeners are flattered when an attractive speaker tries to persuade them, but react negatively when an unattractive speaker does the same.[6]

c. Receivers should be aware of such tendencies and remind themselves to base their decisions about speakers on more relevant and rational factors.

2. Matters of dress and grooming are open to personal choice so listeners are likely to make inferences about speakers based on these factors.

a. Listeners should ask themselves, first, what is being communicated by dress and grooming and, second, whether it is relevant to any decision about the speaker's competence or overall credibility in the matter at hand.

b. Generalizations will be drawn based on personal appearance, and speakers should be prepared to accept the consequences. Speakers should be groomed and dressed in a manner appropriate to the audience and occasion. It is usually best not to distract through one's general appearance from the ideas being presented.

B. Facial expression is a key aspect of physical delivery.

1. Audiences read facial expression to form impressions about the speaker's attitude toward them, toward himself or herself, and toward the subject matter.

2. Facial expression should be consistent with and reinforce ideas and emotions being conveyed verbally. (For example, excitement and enthusiasm should be registered in the face as well as in the voice and words.)

3. Generally, facial expression should be animated and alive. An expressionless face may dull enthusiasm or be taken as a sign of lack of involvement.

C. Eye contact is an important aspect of physical delivery.

1. People consider direct, eye-to-eye contact when attempting to determine whether a speaker is sincere and honest. Those who avoid eye contact are not necessarily dishonest, but negative inferences may be drawn which damage speaker credibility. This will vary with cultural norms.

2. Avoidance of direct eye contact may increase the interpersonal distance between speaker and listener. When not included in the speaker's eye contact, receivers may feel less important and less involved in the communicative transaction. They

may "wander off" both mentally and physically.

3. Speakers should register their commitment to audiences by looking directly at them. In smaller groups this can mean establishing eye contact with every individual. In larger groups this may mean including all sections of the audience by focusing on particular people within sections before moving on.

4. Direct eye contact with an audience can provide valuable information about responses to the message. The wise speaker will process this feedback and make adjustments in the message and its delivery as necessary.

D. Gesture is an important part of physical delivery.

1. Gestures are primarily movements of the hands or arms.

2. Gestures are of two main types:[7]

    a. Descriptive gestures aid in illustrating a speaker's ideas. They complement the verbal message by showing direction, movement, size, number, shape, etc. (For example, the words, "There it is," accompanied by pointing, shows direction.)

    b. Implicative gestures imply feelings or attitudes. They can often be given rather precise verbal definitions because of their conventional meanings. (For example, the "V sign" may stand for peace or victory.)

3. Speakers should strive to use a variety of natural, appropriate, spontaneous, coordinated, and complete gestures.

E. Movement of the total body is an aspect of physical delivery.

1. Movement to the designated speaking area and back to your seat is an important detail of body movement.

    a. Walk to the designated area with firmness and poise conveying the impression that you are prepared and welcome the opportunity to speak. Do not begin your speech until you have reached the designated speaking area.

    b. Only after you have concluded with a sense of finality at the lecturn should you return to your seat quietly and deliberately.

2. Speakers should position themselves so as to facilitate movement. They should adopt postures and stances that allow free movement during the presentation of the message.

3. Movement should always be purposeful. Movement is a factor of attention so the speaker should take care to see that the attention gained is favorable. Meaningless movement can distract, irritate, or confuse an audience.

4. Movement may convey meaning to complement and reinforce the verbal message.

    a. Movement toward an audience can convey the urgency or significance of an idea.

    b. Movement away from an audience can signal that the audience should ponder and assimiliate the most recently uttered remarks before moving on.

    c. Movement to either side may signal a transition from one point to the other.

LEARNING ACTIVITIES

I. Activities related to the public speaking setting

A. Before attempting more difficult exercises, the teacher may wish to check student understanding of the basic concepts in the content outline. The teacher may ask students (working individually or in groups) to:

1. Name two important aspects of the public speaking setting likely to influence the speaker's delivery.

   A sample answer would be:

   a. Spatial relationships

   b. Physical conditions

   (Either order is acceptable)

2. Match the aspects of the public speaking setting with descriptions of those aspects.

   a. (Physical conditions) Factors such as temperature, color, and lighting may influence delivery.

   b. (Spatial relationships) Speakers and listeners establish interpersonal distances that are physically and psychologically comfortable and appropriate.

B. Students should identify the aspect of the public speaking setting that may hinder effective communication in each of the following situations. Choices include: spatial relationships and physical conditions.

1. (Physical conditions) Extremely soft, padded chairs invite total relaxation and some listeners are even dozing off.

2. (Spatial relationships) People seated in the first four rows feel like the speaker is bullying them. Only four feet separates them from a speaker who frequently moves vigorously toward the audience.

3. (Spatial relationships) Many audience members are beginning to wonder if the speaker even knows they are there. She hasn't looked up from her manuscript for more than thirty seconds in the fifteen minutes she has been speaking.

4. (Physical conditions) The speaker had not realized that light coming through the skylight would make it difficult to show his movie.

5. (Spatial relationships) Audience members resent the sense of superiority the speaker conveys by speaking from a raised platform at the front of the room.

6. (Physical conditions) The air conditioner has broken down on one of the hottest and most humid days of the summer. The one small window does not offer any breeze. Listeners are beginning to wilt from the heat.

C. Working individually or in small groups, students should conduct a thorough examination of at least four public speaking settings. These may be in the school or the larger community. Diagrams should be prepared. Students should analyze the settings from the perspective of desirable and undesirable spatial relationships and physical conditions for public speaking. Student analyses may be the subjects for short talks to the rest of the class.

D. Working in groups of four or five, students should adapt the classroom, or a room assigned by the teacher, to make it most appropriate for speeches to be given to the class. All students in the class may speak briefly to the class from the rostrum to experience the new arrangement.

II. Activities related to types of delivery

A. Students' understanding of the basic concepts should be checked before moving on to more difficult activities. The teacher may ask the students working individually or in small groups to:

1. Name four types of delivery used in public speaking.

   A sample response would be:

   a. Manuscript

   b. Memory

   c. Extemporaneous

   d. Impromptu

   (Any order is acceptable.)

2. Match the types of delivery with descriptions of those methods.

a.	(Impromptu)	The speaker has no time for advance preparation.
b.	(Memory)	The speech is written out beforehand and then spoken without the use of notes, outline, or manuscript.
c.	(Extemporaneous)	The speaker carefully prepares the message except for the exact language to be used.
d.	(Manuscript)	The entire speech is composed before presentation and then read to the audience.

B. Students should identify the type of delivery most likely to be used in the following public speaking situations. There is one best answer, but a discussion could center on the advantages and disadvantages of each type given the situation.

1.	(Extemporaneous)	Denise is given until the end of next week to prepare a short oral report to the rest of the class about her recent trip to San Francisco.
2.	(Memory)	Linda knows well in advance that she will be giving a short invocation at the Senior Class breakfast.
3.	(Impromptu)	Fred unexpectedly receives an award at the Band Banquet and is asked to say a few words.
4.	(Manuscript)	The President of the United States is delivering the State of the Union Message.

5. (Extemporaneous) Sarah will be a delegate from the Soviet Union to the Model United Nations General Assembly next month. She will be responsible for presenting the basic Soviet position on nuclear disarmament, but she will have to adapt her talk to the statements of speakers who precede her.

6. (Imprompru) After practice one afternoon a group of boys are talking about Larry's decision to quit the football team. Larry hadn't planned to provide any explanation, but now he decides to tell them a few of his reasons.

7. (Manuscript) Tom has been given exactly eight minutes on a local television program to detail the operations of the Big Brothers Organization over the past two years.

8. (Memory) Susan's volunteer work at the county hospital will be ending tomorrow night, and she knows her group plans to give her a little party and a gift. She wants to say something special about the fun she has had and the kindness she has felt.

C. Over a period of three or four days, students should be asked to identify samples of at least three of the four types of delivery from their experiences outside the speech classroom. After students have identified the samples, they may be asked to give short talks explaining the advantages and disadvantages of the types for the different situations.

D. The teacher should arrange for demonstrations of the various types of delivery for students to analyze. If the school has a forensics program, members of the team may be asked to visit the class to present examples of the different methods. The teacher may also wish to invite guests from groups like Toastmasters to visit as well.

E. Students should create four thirty-second to two-minute talks using types of manuscript, memorized, extemporaneous, and impromptu delivery.

III. Activities related to aspects of vocal delivery

A. It is advisable to check student understanding of the key concepts in the content outline before attempting more difficult activities. In order to insure students' grasp of the core terms, teachers may ask students individually or in small groups to:

1. Name four aspects of vocal delivery behavior involved in public speaking.

   A sample response would be:

   a. Volume

   b. Time

   c. Quality

   d. Pitch

2. Match four aspects of vocal delivery with descriptions of those aspects.

   a. (Pitch) Variations occur when the vocal folds are tightened or relaxed.

b. (Volume) Whether the sound is loud or soft depends on the quantity and force of air striking the vocal folds.

c. (Time) Pauses for breathing and emphasis affect the rate of delivery.

d. (Quality) You take pride in your husky voice and your ability to recognize friends' voices over the phone.

B. Working individually or in small groups, students should identify the aspect of vocal delivery being violated in the following situations.

1. (Quality) A speaker, attempting to mimic Groucho Marx, sounds more like Don Meredith.

2. (Volume) Sitting in the back of the classroom, you find it difficult to hear the speaker.

3. (Pitch) The speaker was trying to build suspense, but every sentence followed the same pattern of inflection.

4. (Time) Joe's speech took him ten minutes to deliver at home, but he rushed through in only six minutes in class.

5. (Volume) "Mr. Dane must have been a drill sargent before coming here. He shouts out his assignments like he is addressing a platoon."

6. (Pitch) After Toni's last speech, you wonder if she is tone deaf or very unsure of herself.

7. (Quality) "All the characters in Bob's ghost story muddled together. I honestly couldn't tell when he was trying to talk like the prince, the old witch, or the ogre."

8. (Time) "It really burns me when people say 'you know' all the time. I wish Sue had thought her talk out a little more carefully before trying to deliver it."

C. Students should analyze the vocal behavior of various people.

1. Students may analyze the vocal behavior of one or two classmates during short talks about favorite types of music.

2. Students could record, listen to, and analyze the vocal behavior of various people on local and national radio. For example:

   a. Newscasters--during regularly scheduled news and reading emergency or special bulletins.

   b. Sportscasters--regularly scheduled reports and during play by play reporting of a sports contest.

   c. Disc Jockeys--transitions between records, interviewing guests, or while advertising products.

   d. Talk show hosts or moderators--during panel discussions or call-in programs.

   e. Guests--people on panels or those who call in.

f. Commercial announcements--by national figures, local people, owners of companies, etc.

g. Religious speakers--regular Sunday broadcasters, spot announcements, and special programs.

D. Students should get involved in activities that will allow them to experiment with and practice the various vocal delivery behaviors they have studied and analyzed. Practice helps students to master, and eventually feel comfortable with, variety in all aspects of vocal delivery. The exercises that follow provide some opportunities for practice. Consult the Selected References for additional suggestions.

1. Volume

   Working in groups of three, students should communicate the statements below using the volume appropriate to each situation.

   a. Telling a close friend over dinner, "I really enjoy being with you."

   b. Telling a small group in a medium sized room, "We won't be meeting tomorrow because I have to go to Green Bay."

   c. Telling a group in a large hall with many people talking, "If you will all get settled, we can get started. I expect our guest speaker, Mr. Nader, in just a few minutes."

2. Time

   Working in groups of three, students should deliver the following statements using a rate appropriate to the meaning and underlying emotion indicated.

   a. "After this, our work will be done."

      1.) Excitement--glad to be finally finished

      2.) Discouragement--it is impossible to go further

      3.) Moderation--merely stating a fact

   b. "The National Qualifiers from our school are Pam Smith, Ray Nance, and Joel Burr."

      1.) Hesitation--want to be sure to get the right ones

      2.) Suspense--this is the moment everyone has been waiting for

      3.) Matter-of-fact--all this information has already been announced

3. Quality

   Working in groups of three, students should try to imitate the vocal qualities associated with the following characters:

   a. A very old man

   b. A ghost

   c. A little girl

   d. A giant

   e. A witch

   Working in groups of three, students should try to imitate the vocal qualities of the people whose names follow. Sample statements are provided, although you may wish to create your own.

   a. Steve Martin: "I'm just a wild and crazy guy. Let's get small. Well, excuse me."

b. Barbara Walters: "I'm here talking with Fidel Castro about agricultural reform in Cuba. We have just come back from a tour of the countryside."

c. Humphrey Bogart: "Stick around sweetheart. You're a different kind of dame."

d. Ed Sullivan: "With all of those talented performers, we've got a really big show."

e. Phyllis Diller: "My husband is a riot. Fang is always telling me how beautiful I am."

f. President Jimmy Carter: "I want an America as good and as pure as the American people."

g. Paul Harvey: "This from Hollywood--Paul Newman is suing MGM for two million dollars over a contract dispute. Good day."

h. Carol Channing: "I just loved appearing in 'Hello Dolly' on Broadway. It was a marvelous experience."

i. John Wayne: "I'll head up a posse and go after them. This looks like the work of Big Ed's gang, and they'll be riding for the Pecos by now."

j. Howard Cosell: "These dazzling darlings of our Olympic team are capable of performing feats of aquatic artistry that would make Neptune jealous."

4. Pitch

Working in groups of three, students should deliver the sentences below with pitch levels and pitch changes suitable to the situation. You may wish to create additional sentences.

a. Parent doubting son or daughter's explanation for late return from a date: "Oh yes? Is that so?"

b. Radio sportscaster announcing the final eight seconds of the State High School Basketball Championship. The score is tied as the crowd's favorite team, Neenah, puts the ball in play: "Jackson passes to Smith who starts to bring it up court. Smith almost has it stolen by Watson. Smith shoots and misses. Rebound by Adler who puts it up again--no good. Adler again on the rebound--this time it's good. Neenah has just won the State Championship."

c. Elementary school teacher trying to explain to some small children why recess has been cancelled today: "I know you all want to go outside, but the weather isn't nice enough for us to do that. Maybe we can find something just as interesting to do in here. Let's all try to think of something."

IV. Activities related to physical aspects of delivery

A. It is desirable to check student understanding of the essential concepts in the content outline before attempting more difficult activities. Teachers may ask students working individually or in small groups to:

1. Name five aspects of physical delivery behavior related to public speaking.

A sample response would be:

a. General appearance

b. Facial expression

c. Eye contact

d. Gesture

e. Bodily movement

(Any order is acceptable)

2. Match five aspects of physical behavior with descriptions of those aspects.

a.	(Gesture)	Useful aids to the speaker trying to describe an object or convey a particular idea nonverbally.
b.	(Facial expression)	Emotions registered here should be consistent with the verbal message.
c.	(General appearance)	Clothes and hair style may communicate something because they are matters of choice.
d.	(Bodily movement)	Purposeful use of this aspect may signal urgency, a time to reflect, or the switch to a new topic.
e.	(Eye contact)	Audiences are likely to make inferences about speaker sincerity and personal involvement based on this aspect.

B. Students working individually or in small groups should identify the aspect of physical delivery behavior being violated in the following situations.

1.	(Bodily movement)	Speaker hesitates while approaching the platform and delivers the conclusion while returning to his seat.
2.	(Eye contact)	Speaker fails to notice that several audience members are yawning and fidgeting with their watches.
3.	(General appearance)	Speaker didn't find time to change clothes from work at the gas station before addressing the Boy Scout Awards Ceremony.
4.	(Gesture)	Speaker holds up three fingers to signal his second point.
5.	(Facial expression)	Speaker shows little emotion, but wants audience members to get enthused.
6.	(Eye contact)	Facing an audience of thirty five people, the speaker singles out her best friend in the first row for undivided attention.
7.	(Bodily movement)	Audience is distracted by the speaker's constant pacing.
8.	(General appearance)	Speaker has large cowlick which gives him a comical look on a serious occasion.
9.	(Gesture)	Speaker fails to convey the route to the hospital because of lots of confused pointing in several directions.
10.	(Facial expression)	Audience members are shocked by what they perceive as a smile on the speaker who is telling them about the pain of cancer treatment.

C. Students should be given the opportunity to analyze the physical delivery behavior of many people. Possibilities include:

   1. Analysis of their classmates' physical delivery behavior during short talks describing their favorite television shows or movies.

   2. Portions of a television soap opera could be watched with the sound turned off to analyze how the characters are conveying emotions and attitudes nonverbally.

   3. Students could be shown silent movie clips and be asked to analyze how characterizations are done through nonverbal means.

D. At this point, students should be involved in a number of activities designed to give them a chance to experiment with their own physical delivery behaviors. Below are some suggestions related to each of the five aspects presented in the content outline. Teachers may wish to refer to sources mentioned in the Selected Unit References for additional activities.

   1. Using General Appearance

      Over the period of a week, students should come to school wearing a variety of clothes that are normally associated in their minds with particular places or events. Reactions from classmates and peers in other classes should be noted. What kinds of inferences do people make about us based on our clothes? Some suggestions:

      a. Clothes appropriate for a Saturday night disco dance

      b. Clothes appropriate for doing yard work around the house

      c. Clothes appropriate for attending church or a wedding

      d. Clothes appropriate for your job--perhaps a uniform required of all employees

      e. Clothes appropriate for an activity you participate in--square dancing, hunting, fishing, etc.

   2. Using Facial Expression

      Working in groups of three, students should deliver the following phrases using suitable facial expression.

      a. I'm very proud of you. You represented us well.

      b. Don't press your luck. This is the last time I'm going to ask you to mow the lawn every Friday.

      c. My best friend just got a new TransAm. Now we can go to Milwaukee for the concert.

      d. He says he can't be bothered with us now--something about our not being "mature" enough.

      e. We're going to miss you. I wish your family didn't have to move during our Senior year.

   3. Using Eye Contact

      The class should be divided into groups of three students. Students should take turns being the observer in their groups while the other two carry on a conversation. At the conclusion of each situation, the observer should be prepared to comment on the duration, frequency, and direction of eye contact maintained during the interaction. Each student should also share personal reactions and feelings about the experience.

      a. Students should talk about places they would like to visit while maintaining "normal" levels of eye contact with their partners.

b. Students should talk about their favorite types of music while maintaining very direct eye contact with their partners.

c. Students should talk about plans after high school while consciously avoiding direct eye contact by looking at the floor, around the room, or at a spot two inches over the speaker's head.

Members of the class should be divided into six person groups. Students should take turns being the speaker by standing and talking to the others about some high school problem and what can be done about it. (For example, the parking situation, cafeteria food, or open lunch privileges would be possibe topics.)

a. At first, speakers should ignore the group by avoiding direct eye contact.

b. Speakers should then try to include everyone in their eye contact. If audience members feel left out, they should complain by raising their hands.

c. A discussion should follow that centers on the value of eye contact in the public speaking situation.

4. Using Descriptive Gestures

Working in groups of four, students should describe objects or events through gesture alone so that other members of the group can identify which of the following is being described.

a. Folding a sheet

b. One-two punch of a prize fighter

c. Procedure for recoiling a hose

d. Dimensions of some stereo speakers you want to buy

e. Action of a hawk claiming its prey

f. Barber sharpening his blade before giving a shave

g. Height of the center on the basketball team

h. Floor plan of the first floor of your house

i. Shape of a weeping willow

j. A bullfighter in the ring

5. Using Implicative Gestures

Working in groups of four, students should take turns using implicative gestures in such a way that other members of the group can identify the meanings that follow.

a. I don't want to hear another word about it!

b. I guess it's hopeless. I don't know where we go from here.

c. We showed them we meant business.

d. Now calm down. Getting upset won't solve this.

e. You mean to tell me that's all you can do?

f. Get out of here!

g. Now what was her name--if I could just think of it--give me a minute.

h. I've had it with you.

i. You deliberately lied to protect yourself.

j. Hang in there. We're going to win this thing, partner.

6. Using Bodily Movement

Working in groups of three, students should experiment with the types and directions of bodily movement that might go with the following sentences.

a. That summarizes one point of view, but how do other people see it? Consider how the people living on the north side of town might interpret that.

b. Think it over. Consider how all of us are going to be affected. Do you like what you see?

c. I can't over emphasize this idea. Please pay close attention to this next part because it forms the basis for later points.

V. Activities for the conclusion of the unit on delivery

A. Each student should prepare a cutting from a children's story that can be read in one to two minutes. Students should read their stories to the rest of the class demonstrating dynamic and animated vocal and physical delivery appropriate to the story.

Prior to delivering their stories, students should make any necessary changes in the arrangement or conditions of the room to better accommodate their purpose and the mood of the story.

B. Students should prepare one to two minute speeches in which they tell a ghost story, a suspense story, or a series of jokes around a central theme. The delivery of the speech should demonstrate appropriate use of variety in vocal and physical delivery.

Prior to delivering their speeches, students should make any necessary changes in the arrangement or conditions of the room to better accommodate their purpose and the mood they wish to convey.

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that test understanding at recall and comprehension levels would ask the student to:

A. List two important aspects of the public speaking setting that are likely to influence the speaker's delivery and listeners' reactions

B. Explain (in his/her own words) how spatial relationships and physical conditions may influence delivery in the public setting

C. List the four types of delivery used in public speaking

D. Define (in his/her own words) each of the four types of delivery

E. List four aspects of vocal delivery behavior involved in public speaking

F. Define (in his/her own words) each of the four aspects of vocal delivery behavior

G. List five aspects of physical delivery behavior

H. Explain (in his/her own words) how each of the aspects of physical behavior operates in public speaking

II. Some of the work prepared in the learning activities may be evaluated. For example:

A. Collect and score student identifications of aspects of the public speaking setting that may hinder effective communication

B. Evaluate student analyses of public speaking settings

C. Evaluate student adaptations of rooms to make them more appropriate for public speaking

D. Collect and score student identifications of types of delivery most likely to be used in sample situations

E. Evaluate student analyses of demonstrations of the four types of delivery

F. Evaluate short student talks using the various types of delivery

G. Collect and score student identifications of violations of vocal delivery behavior

H. Evaluate student analyses of the vocal delivery behavior of others

I. Evlauate student performance in exercises related to vocal aspects of delivery

J. Collect and score student identifications of violations of physical delivery behavior

K. Evaluate student analyses of the physical delivery behaviors of others

L. Evaluate student performance in exercises related to physical aspects of delivery

III. The learning activities that come at the conclusion of this unit require students to operate at higher levels of analysis and synthesis using the content of the unit. Teachers may want to assign additional weight to the following learning activities when determining students' grades for the unit:

A. Preparing the setting for a reading. Reading a story to the rest of the class demonstrating appropriate variety in vocal and physical aspects of delivery.

B. Preparing the setting for the telling of a story. Telling a story to the rest of the class demonstrating appropriate variety in vocal and physical delivery.

SELECTED UNIT REFERENCES

Allen, R. R. and Ray E. McKerrow. The Pragmatics of Public Communication. (Columbus, Ohio: Charles Merrill, 1977).

The exercises and the delivery evaluation sheet provided in Chapter Two "Delivery" may be especially helpful.

Anderson, Martin P., E. Ray Nichols, Jr., and Herbert W. Booth. The Speaker and His Audience: Dynamic Interpersonal Communication. (New York: Harper and Row, 1974).

Chapter Thirteen "Communication Through Physical Behavior" provides information on the functions and means of adapting bodily action. A description of the vocal mechanism is also provided with exercises to improve delivery.

Anderson, Virgil A. Training the Speaking Voice. (New York: Oxford University Press, 1942).

Useful for those wishing to study the mechanics of voice projection in greater detail. Provides numerous practice selections for voice and diction.

Cronkhite, Gary. Public Speaking and Critical Listening. (Menlo Park, California: Benjamin Cummings, 1978).

This text is especially helpful in Chapter Eleven on "Nonverbal Communication and Delivery." It points the way for how both listeners and speakers could benefit from attention to nonverbal aspects of delivery.

De Vito, Joseph, Jill Biattino, and T. D. Schon. Articulation and Voice: Effective Communication. (New York: Bobbs-Merrill, 1975).

This book offers an in depth look at voice and articulation. Many complex ideas and relationships are explained.

Fields, Victor A. and James F. Bender. Voice and Diction. (New York: The Macmillian Company, 1949).

Provides information in-depth on techniques for speech and voice improvement. Corrective exercises are provided for practice.

Jeffrey, Robert C. and Owen Peterson. Speech: A Text with Adapted Readings. 2d ed. (New York: Harper and Row, 1975).

The adapted readings that accompany this text are helpful for seeing how principles and aspects of delivery operate in various public speaking situations. Chapter Thirteen on "Physical Attributes of Delivery" and Chapter Fourteen on "Vocal Attributes of Delivery" offer helpful suggestions.

Mudd, Charles S. and Malcom O. Sillars. Speech Content and Communication. 3d ed. (New York: Thomas Y. Crowell, 1975).

Chapter Thirteen on "Delivery" provides a useful overview. There is a section dealing with the psychological elements of delivery to help speakers cope with anxiety in the public speaking situation. Several general principles for effective delivery are offered.

Samovar, Larry A. and Jack Mills. Oral Communication: Message and Response. 3d ed. (Dubuque, Iowa: Wm. C. Brown, 1976).

The visual and aural dimensions of delivery are discussed. The information on the importance and use of movement is especially helpful.

FOOTNOTES

[1] H. E. Butler, translator, The Institutio Oratorio of Quintilian, (New York: G. P. Ptunam's Sons, 1920-22), Book XI, Chapter 3, paragraph 72.

[2] Gary Cronkhite, Public Speaking and Critical Listening (Menlo Park, California: Benjamin/Cummings Publishing Company, Inc., 1978), p. 286.

[3] A. Mehrabian and S. R. Ferris, "Inference of Attitudes from Nonverbal Communication in Two Channels," Journal of Consulting Psychology 31 (1967), pp. 248-252 and A. Mehrabian and M. Weiner, "Decoding of Inconsistent Communication," Journal of Personality and Social Psychology 6 (1967), pp. 109-114.

[4] Mark L. Knapp, Nonverbal Communication in Human Interaction (Holt Rinehart and Winston, 1972) reprinted in Cronkhite op. cit., p. 290.

[5] Judson Mills and Elliot Aronson, "Opinion Change as a Function of the Communicator's Attractiveness and Desire to Influence," Journal of Personality and Social Psychology 1 (1965), pp. 73-77.

[6] Mills and Aronson, op. cit.

[7] R.R. Allen and Ray E. McKerrow, The Pragmatics of Public Communication (Columbus, Ohio: Charles E. Merrill Publishing Company, 1977), p. 26.

UNIT THREE

LANGUAGE

INTRODUCTORY STATEMENT

> --we would be better off if we spoke and wrote with exactness and grace, and if we preserved, rather than destroyed, the value of our language.[1]
>
> Edwin Newman
> Strictly Speaking

In his bestseller Newman has called for careful study of the uses and misuses of language. From the listener's perspective, it is important to be able to understand and critically evaluate the language of public speakers. From the speaker's perspective it is important to be able to choose language that will convey ideas simply and accurately.

There are indications that current public speaking instruction in secondary speech classrooms is not giving language the attention it deserves. Allen, Sprague, and Wilmington recently examined five high school textbooks that give the most extensive coverage to public speaking concepts and discovered serious shortcomings. Some books have only brief chapters on oral language while others totally ignore the study of language. The authors go on to conclude on the basis of their visits to a large number of high school speaking classes that these inadequacies in textual materials are reflected in public speaking curricula.[2] The language of public speaking is not receiving the concentrated study it merits.

This unit is designed to encourage skill development in the thoughtful use of language. The first section offers guidelines for how students may effectively improve their use of language by considering demands of clarity, appropriateness, and dynamism. The second part of this unit introduces the student to some of the figures of speech that can add special qualities of power and pleasure to discourse. This list of figures is not meant to be exhaustive; additional figures of speech may be explored. The goal here is for students to derive pleasure in using language for a purpose.

When approaching this unit teachers should remember that students are not automatically willing to investigate alternatives nor to venture out from their established patterns of language use. Consequently, the teacher may first want to stress how the students may be used by words if they do not learn how to understand and use them themselves. The teacher can then emphasize the fun that is part of playing with language and the satisfaction that comes with the ability to give dynamic, original expression to ideas. It is a goal of this unit to help students build larger repertoires of appropriate and effective language strategies and to give them tools for more precise and informed analysis of discourse.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR THE EFFECTIVE USE OF LANGUAGE

A. The student will be able to list the three qualities of effective language use.

B. The student will be able to match three qualities of effective language use with descriptions of those qualities.

C. Given sample sentences, the student will be able to identify the quality of effective language use being violated.

D. The student will be able to select from various media instances of public communication that violate the qualities of effective language use.

E. Given a sample speech fragment, the student will be able to analyze the fragment from the perspective of effective language use.

F. The student will be able to create instances of public communication that evidence the qualities of clarity, appropriateness, and dynamism.

II. INSTRUCTIONAL OBJECTIVES FOR FIGURES OF SPEECH

A. The student will be able to name nine figures of speech that may be used to enhance the expression of ideas.

B. The student will be able to match nine definitions with the figures of speech they define.

C. Given sample figures of speech, the student will be able to identify the samples by name.

D. The student will be able to select from the various media segments of public communication that use figures of speech.

E. Given a sample section from a speech, the student will be able to analyze the sample for the use of figures of speech.

F. The student will be able to create original examples of nine figures of speech.

G. The student will be able to construct a thirty second to one minute talk demonstrating the use of at least three figures of speech in the development of a central theme.

CONTENT OUTLINE

I. Effective language use demonstrates three important qualities. It should be remembered that none of these suggestions refer to practices that are to be avoided at all costs or used without careful thought about matters of appropriateness. The communicator should always balance ease of understanding with the importance of conveying his or her meaning accurately. His or her emphasis should be on learning a number of strategies that may aid in the effective reception and presentation of messages.

A. Effective language use demonstrates clarity in the expression of ideas.

1. Clarity may be evidenced through simplicity.[3]

a. Expect to hear and use words that are familiar. Prefer the simplest word that will be accurate. (Negative example: a person answers a letter by observing that "the subject missive was anterior to his facile comprehension." Translation: He replied that he didn't understand our letter.[4])

b. Phrase your ideas in proper order to convey the meaning you intend. Avoid unclear referents and ambiguous phrasing. (Negative examples: "The queen broke the bottle of champagne over her stern as she slid gracefully into the sea." "Whenever I get a cold I buy a bottle of whiskey and within a few hours it's gone."[5])

c. Avoid piling up too many negatives. Negatives may actually conceal more information than they succeed in revealing. (For example: work release Sophomores who do not have permanent study hall assignments are not allowed in the cafeteria nor student commons during neither fifth nor sixth hours.)

2. Clarity may be evidenced through specificity.

a. Concrete word pictures that focus on particular people, places, and actions are to be preferred. (For example, "Something funny happened up there that really caused a fuss" could be focused to "When Al's pet boa constrictor escaped from its cage in Mr. Camp's science room, everyone ran for the doors.")

b. Lower level abstractions are to be preferred over euphemisms in most cases. (For example, "Some of my former statements are now inoperative" could be translated "I lied to you previously.") This does not mean that critical concerns of appropriateness are to be forgotten. (For example, you will not necessarily be using language more effectively if you decide to replace "we mourn his passing" with "it's terrible to have him in the grave.")

B. Effective language is appropriate to:

1. The speaker

2. The situation

3. The audience

4. The subject

C. Effective language use demonstrates qualities of dynamism in the expression of ideas. Various types of language are generally perceived as being dynamic.[6]

1. Vivid, sensory language is dynamic. Dynamic sensory language helps listeners to see, feel, taste, touch, and smell the experience being described. (For example: "As he opened the door of the old apothecary's shop, he breathed the odor of medicines, musty, perhaps, and pungent from too close confinement in so small a place, but free from the sickening smell of stale candy and cheap perfume."[7])

2. Personal language is dynamic. Personal language uses personal pronouns like "you," "me," and "we" instead of "one" or "a person." Personal language may refer to people in the audience by name and draw examples from experiences the speaker knows they have had.

3. Language that is original, fresh, and distinctive is dynamic. Avoid the use of cliches and tired or dead figures of speech that no longer provide any sense of discovery for the listener. (For example, "On Friday afternoons everyone pours out of here like drowning rats escaping a sinking ship" and "we had more fun than a barrel of monkeys" are both lacking in freshness.)

II. Particular figures of speech may be studied for their ability to enhance attention, pleasure, and the force of argumentation. Aristotle suggested a relationship among words, pleasure, and concepts: "Liveliness is specially conveyed by metaphor, and by the further power of surprising the hearer; because the hearer expected something different, his acquisition of the new idea impresses him all the more. His mind seems to say 'Yes, to be sure; I never thought of that.'"[8]

A. Simile is a direct comparison between things that are essentially dissimilar except in particular qualities alluded to in the simile. This kind of comparison includes the words "like" or "as."

B. Metaphor is an implied comparison between two essentially dissimilar things. Words such as "like" or "as" are omitted.

C. Onomatopoeia occurs when a word has a sound that suggests the meaning of the word.

D. Alliteration is the repetition of initial consonant sounds.

E. Personification is the endowment of inanimate objects with lifelike attributes.

F. Hyperbole is exaggeration or overstatement used for purposes of emphasizing without deceiving.

G. Antithesis is a parallel construction of words, phrases, or sentences that contain opposed or sharply contrasting ideas.

H. Parallelism is the repetition of similar phrases and grammatical structures to give equal ideas equal status.

I. Climax is the arrangement of words, phrases, or sentences in series according to increasing value or strength of impact.

LEARNING ACTIVITIES

I. Activities related to the effective use of language

A. After the material of the content outline has been presented through lecture and classroom discussion, the teacher may wish to involve students in activities designed to check their comprehension of the basic concepts. The teacher may ask students working individually or in small groups to:

1. List the three qualities of effective language use. A sample answer would be:
    - a. Clarity
    - b. Appropriateness
    - c. Dynamism
2. Match the three qualities of effective language use with descriptions of those qualities.
    - a. (Appropriateness) The style is properly adapted to the speaker, situation, audience, and subject.
    - b. (Dynamism) The style is original, personal, and stimulates sensory images.
    - c. (Clarity) The style is both simple and specific.

B. Working individually or in groups, students should identify the qualities of effective language use violated in each of the following examples. There is a violation of appropriateness, clarity, or dynamism in each case.

1. (Dynamism) "When one is placed in the position of those who are without hope, it is easier for a person to want to throw in the towel and give up the ship."
2. (Clarity) "Many things could be said about his propensity to procrastinate and his elaborate machinations to avoid responsibility."
3. (Appropriateness) "My dear peers and colleagues in study, esteemed and most magnificent parents, highly honored and brilliant members of the faculty--friends of the spirit one and all--At this our high school graduation it behooves me as class president to ponder our trials and dream a vision of the victories before us."
4. (Clarity) "Nowhere in any part of these United States to my knowledge has any individual not found some enjoyment with the people of this land."
5. (Dynamism) "I had to skip breakfast this morning, and I was so busy at work that I only had time for a light lunch. I'm really hungry. In fact, I'm so hungry I could eat a horse."
6. (Appropriateness) "Gee it's grand to git a prize like this from youse guys in the Lion's Club. Me being a leader really wasn't nothin'

special. I dun what I saw fit to do and that's the truth. No way did I think I was gonna take this here prize."

C. Students should select from books, magazines, and newspapers examples of public communication that they believe violate the standards of clarity, appropriateness, and dynamism. Examples may also be audio or videotaped from television shows and radio broadcasts. Students should then present short talks explaining how and why they think their examples violate the guidelines for effective use of language.

D. Students should analyze this sample speech fragment from the perspective of effective language use. Is the passage clear? Does it seem appropriate? Is the language used dynamic? The fragment is taken from a contest speech by Richard M. Marvin.[9]

You have read about prision life in books and periodicals. You have seen in the movies and on television, dramatization concerning prision activity. Maybe you have wondered--What is it really like? I no longer wonder. I have served time. I know what it is like to live behind prison bars.

Until a person has his freedom taken from him, he can never fully appreciate how precious it really is. Think what it means to go for a walk, a long walk in one direction--to be able to take you car and drive through the countryside--to pick up a child, hold him in your arms, and listen to his childish chatter--to reach into your pocket and take a nickel--to gaze upon the third finger of your left hand and to see your wedding ring. These are some of the things which you cannot have in prison. . . During my three-hundred-and-forty-six days as an inmate I saw many things. I met men I never knew existed before. . . During this period of time I also learned many things. I can go out on the parking lot, take your car, start it, and I don't need your keys. I have acquired the ability whereby I can take my bare hands and kill you, just like this. I know more ways of taking your money from you than I can possibly remember. I have become an accomplished poker player, and believe me when I say that I can deal from the bottom of the deck with the best of them.

In evaluating student analyses of Mr. Dusterbeck's speech you may wish to consider the following:

With respect to clarity:

He relies on familiar, "small" words rather than complicated "big" words. Concrete word pictures are offered for the ideas he wants to share. He details what he missed in prison in very specific terms. (For example: "a long walk in one direction," a "drive through the countryside," and listening to "childish chatter.") He also creates word pictures of what he can do now as a result of his experiences behind bars for exactly "three-hundred-and-forty-six days." (For example: "take your car, start it," "take my hands and kill you," and "taking your money.")

With respect to appropriateness:

The language is probably appropriate for him because he is speaking as an "ex-con" about his prison experiences and what he learned from them. If his language was to depart in style too much from his image as a man who has seen it with his own eyes, his credibility might be reduced. The language is probably appropriate to his subject, prison life, because he wants to present a realistic picture of what it is like. He implies that dramatizations we have read or seen may not present it as it really is. This is a contest speech so the audience consists of other college students and professors who are judging the event. The speaker wants to strike some kind of balance between the expectations of his audience for a slightly more elevated style in contest oratory, with his own desire to make clear that he knows the world he is talking about because he has been there.

With respect to dynamism:

Our senses are indirectly stimulated as we walk, ride, lift, hold, listen, reach, and gaze following the speaker's ideas. These all help describe common experiences he can reasonably expect his audience to have had. He uses several personal pronouns throughout the speech. Note particularly that it is "your car" he can steal, "your money" he can take, and "you" are the one he can kill with his bare hands.

E. Have students working individually or in small groups complete the following exercises. They are to remain as close as possible to the original meaning of the passage while improving it in line with the guidelines. It may be necessary to add or subtract details.

1. Rewrite the following so the speaker's ideas are clearly expressed.

   Intermittent confabulation by underclassmen at the recent student council meeting seemed to cause frequent permutations in the direction of the Council President's remarks. A leader of the Council had intended to consider viable alternatives to resolve the student parking conundrum, but she was not given the opportunity. No one even mentioned the dilapitated condition of some sections of the gym that were supposed to receive attention before the school year commenced.

   In revising the paragraph for clarity students should be aware that:

   a. Unfamiliar words are used throughout the passage. (For example: "intermittent confabulation," "permutations," and "conundrum.")

   b. The words used do not focus on particular people, places, or actions. (For example: "underclassmen," "recent. . .meeting," "a leader," and "some sections.")

2. Rewrite the following, paying closer attention to concerns of appropriateness. Susan Jones has just decided to run for president of the Junior Class. Her name will be placed in nomination by a close friend at an assembly for the Junior Class at the end of the week. Then Susan will be asked to give a short talk explaining why she should be elected. Below is a section of the talk she plans to give. Place yourself in her audience and tell her how you would rewrite the message to make it more appropriate to her, the situation, the audience, and the subject.

   Valued classmates and rewarding friends, I come here today to entreat you to labor with me in my race for the post of president. I beseech your vote in this crucial contest for high office and noble calling. I have faith that you will heed my plea. Answer as if with one voice my call for sacrifices on the road to complete triumph in this important challenge.

   In revising the paragraph for appropriateness students should be concerned with:

   a. The speaker--It is very doubtful that Susan talks like this in class, in the hallways at school, or at weekend parties. Her friends who know her from other places will probably wonder why she has adopted such a stilted style. They may say to themselves "That's not the Susan I know. I wonder what got into her." Speakers who try to be someone they are not by radically changing their language styles in public speaking situations usually are disappointed with the results.

b. The subject--Susan is probably expected to talk about her personal qualifications for office. So far she has not said a word about herself but instead has focused on the position she is seeking. The office of Class President has started to sound like a job only a perfect person should hold. Some students might wonder if anyone is worthy of such a "high office and noble calling" that requires "sacrifices" before "complete triumph."

c. The audience and situation--The Junior Class is the only group Susan has to reach. Some classmates in the auditorium are probably friends, some probably don't like her, and many probably do not know her. Her language does little to get acquainted, strengthen old ties, or smooth over differences with the people in her audience. Many may not feel like "valued classmates" and may not want to be the "rewarding friends" she claims they are. They will probably want to get to know her before answering the "call" or marching off on the "road to complete triumph" with her leading the march.

3. Students working individually or in groups should work with the following ideas to express them in dynamic language.

   a. Try rewriting this sentence to make it more dynamic: Once a person decides that he has come to the end of his rope only a last minute cavalry charge or a last ditch effort can pull him out of the depth and his despair.

   b. Describe an evening at an amusement park or a day at the beach so your audience can feel like they are there with you. Include many words that appeal to the senses.

II. Activities related to figures of speech

A. After a classroom lecture-discussion on the key terms from the content outline, the teacher may wish to check student understanding at very basic levels before moving on to more demanding activities. To insure that students can recall and comprehend figures of speech, the teacher may ask students working individually or in small groups to:

1. Name nine figures of speech presented in the content outline. Any order is acceptable and an appropriate response would be:

   a. Simile

   b. Metaphor

   c. Onomatopoeia

   d. Alliteration

   e. Personification

   f. Hyperbole

   g. Antithesis

   h. Parallelism

   i. Climax

2. Match nine figures of speech with the definitions provided.

   a. (Personification) Human qualities are attributed to nonhuman things

b.	(Antithesis)	Contrasting ideas are presented in balanced order
c.	(Metaphor)	A comparison between two dissimilar things is implied
d.	(Climax)	Ideas are arranged to build impact
e.	(Parallelism)	Similar ideas are presented in similar form
f.	(Alliteration	Words in a series begin with the same consonant sound
g.	(Hyperbole)	Words are used to exaggerate for additional effect
h.	(Onomatopoeia)	The word sounds like what it means
i.	(Simile)	Two dissimilar things are directly compared

B. Students should identify by name each of the sample figures of speech presented below.

1.	(Metaphor)	"His bedroom was his foxhole, and he dove for it at the slightest sign of opposition from his parents or friends."
2.	(Parallelism)	"Decide to be brave, decide to be honest, and decide to be fair as you go through each day."
3.	(Onomatopoeia)	"The frequent crashing against the boards and the heavy thud when opposing skaters collide on the ice contribute to the excitement of hockey."
4.	(Personification)	"The attic of the old house rejected all attempts to clean it and always settled comfortably back into its established routine following our attempts to organize it."
5.	(Hyperbole)	"Mother should be pleased. There must have been a million people from our neighborhood to welcome her at the airport this afternoon."
6.	(Alliteration)	"The people of our state are known for their determined defiance of any programs designed to devalue the dollar."
7.	(Climax)	"For her efforts on behalf of the deaf she was honored in her city, in her state, in her country, and eventually by the peoples of the world."
8.	(Antithesis)	"He acted as he did not because he had to, but because he chose to; not because it gave him power, but because it allowed him to serve others; and not because it was popular, but because it was right."

9. (Simile) "Her schedule is like a law of nature and woe be to him who tries to break it."

C. Students should select from the various media instances of public communication that use figures of speech. Students should then present short talks explaining how figures of speech are used in the samples they have selected.

D. Working individually or in small groups, students should analyze this sample speech fragment for the use of figures of speech. The speech is by General Douglas MacArthur and is entitled, "Farewell to the Cadets." He delivered this speech on May 12, 1962 when he was eighty two years old. General MacArthur was at West Point to receive the Sylvanus Thayer Award for service to his nation.[10]

No human being could fail to be deeply moved by such a tribute as this, coming from a profession I have served so long and a people I have loved so well. It fills me with an emotion I cannot express. But this award is not intended primarily to honor a personality, but to symbolize a great moral code--the code of conduct and chivalry of those who guard this beloved land of culture and ancient descent. That is the animation of this medallion. For all eyes and for all time it is an expression of the ethics of the American soldier. That I should be integrated in this way with so noble an ideal arouses a sense of pride and yet of humility, which will be with me always. . . . Your guidepost stands out like a tenfold beacon in the night: duty, honor, country. You are the leaven which binds together the entire fabric of our national system of defense. From your ranks come the great captains who hold the nation's destiny in their hands the moment the war tocsin sounds.

In evaluating student analyses of these fragments from General Douglas MacArthur's speech, teachers may wish to consider the following:

1. Alliteration is demonstrated with "great moral code--the code of conduct and chivalry of those who guard this beloved land of culture. . . ."
2. Antithesis is demonstrated with "not intended primarily to honor a personality, but to symbolize. . . ."
3. Parallelism is demonstrated with "a profession I have served so long and a people I have loved so well."
4. Simile is found in "like a tenfold beacon in the night. . . ."
5. Metaphor is found in "You are the leaven which binds. . . ."

E. Students should now be ready to construct instances of nine figures of speech on their own.

1. The teacher can provide stimulus sentences for six figures of speech and then ask students to create original examples using the stimulus as a guide.

   a. Simile: Monday morning before school is like ______________________.

   b. Hyperbole: That new TV show is so poor that ______________________.

   c. Alliteration: The secret to success lies in ______ ______, and ____________.

   d. Metaphor: Getting your license to drive is ______ ________________.

   e. Personification: Ask students to personify a car they own, a car they are familiar with, or a car they would want to own if it was possible. For example: "The Corvette can pretend modesty in town in its smooth handling of tight corners, but if challenged it immediately demonstrates confidence, raw muscle, and cool intelligence in a race."

f. Onamatopoeia: Ask students to describe some activity they enjoy or some particularly exciting event they have witnessed using words that suggest their meanings. For example: "The clapping hands and swishing skirts of the square dancers added a lot to the enthusiastic spirit of the party."

2. Students can create instances of four other figures of speech by following these suggestions.

a. Create a series of five antithetical statements that contrast two people, places, things, concepts, etc. By the end of your antithesis it should be clear which of the pair you favor. For example:

> The confident competitor remembers those who have helped in his or her development; the conceited competitor forgets the assistance received from others.
>
> The confident competitor always has time to help the beginner or less skilled; the conceited competitor cannot be bothered with those still trying to learn.
>
> The confident competitor respects his or her competition; the conceited competitor makes light of the competition.
>
> The confident competitor can handle defeat or victory with poise; the conceited competitor crumbles in defeat and gloats in victory.
>
> The confident competitor is always trying to improve; the conceited competitor believes he or she has reached perfection.

b. Create a series of four or five statements on the same subject such that each surpasses the preceding in value or strength of impact (climax).

c. Create a series of three to five statements on the same subject using parallelism in structure. The following example combines parallelism and climax. It is taken from the Inaugural Address of John F. Kennedy delivered in 1961.[11]

> Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms--and bring the absolute power to destroy other nations under the absolute control of all nations.
>
> Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.
>
> Let both sides unite to heed in all corners of the earth the command of Isaiah--to 'undo the heavy burdens. . . (and) let the oppressed go free.'

III. Activities for the conclusion of the unit on language

A. Students should be given a full length sample speech with complete description of the context in which the speech was delivered. An excellent example for this exercise would be a speech entitled "I Have a Dream" by Martin Luther King, Jr. This speech may be found in the fourth edition of Contemporary

52/b

American Speeches by Wil Linkugel, R. R. Allen and R. Johannesen published by Kendall/Hunt in 1978 on pages 362-366. Students should analyze the speech from the following viewpoints:

1. Effective use of language
    a. Is the language clear?
    b. Is the language appropriate to the speaker, audience, situation, and subject?
    c. Is the language dynamic?
2. Figures of speech
    a. Which figures of speech can be identified in the speech?
    b. How might these figures enhance the meaning of the speech?

B. Students should create and deliver two- to four-minute speeches developing a central theme. The speeches should reflect the aspects of language studied in this unit. They should demonstrate clarity, appropriateness, and dynamism in the use of language. At least three figures of speech should be used to enhance the total presentation.

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask the student to:

A. List three qualities of effective language use

B. Explain each of the qualities of effective language use

C. List nine figures of speech

D. Define (in his/her own words) nine figures of speech

II. Some of the work performed in the learning activities may be evaluated. For example:

A. Collect and score student identifications of sample violations of effective language use

B. Evaluate student analyses of the language in sample speech fragments

C. Evaluate student passages that demonstrate the qualities of effective language use

D. Collect and score student identifications of nine figures of speech

E. Evaluate student analyses of figures of speech in sample speech fragments

F. Evaluate student creations of original examples of nine figures of speech

G. Evaluate student talks demonstrating use of at least three figures of speech

III. The learning activities that come at the conclusion of this unit require students to operate at higher levels of analysis and synthesis using the content of the unit. Teachers may want to assign additional weight to the following learning activities when determining student grades for the unit:

A. Analysis of a full length sample speech from the various perspectives presented in the content outline

B. Construction of a two- to four-minute speech demonstrating the qualities of effective language use presented in the content outline

SELECTED UNIT REFERENCES

Allen, R. R., Sharol Parish, and C. David Mortensen. *Communication: Interacting Through Speech*. (Columbus, Ohio: Charles Merrill, 1974).

Chapter 12, "Giving Language to Ideas," presents a useful overview of language in public speaking.

Cronkhite, Gary. *Public Speaking and Critical Listening*. (Menlo Park, California: Benjamin/Cummings, 1978).

Several helpful suggestions for more effective use of language are offered in the section on "Stylistic Choices" in Chapter 10.

Linkugel, Wil. A., R. R. Allen, and Richard L. Johannesen. *Contemporary American Speeches*. 4d ed. (Dubuque, Iowa: Kendall/Hunt, 1978).

This sourcebook offers an excellent collection of speeches for analysis and discussion.

Ehninger, Douglas, Alan H. Monroe, and Bruce Gronbeck. *Principles and Types of Speech Communication*. 8d ed. (Glenview, Illinois: Scott, Foresman and Company, 1978).

This textbook contains many helpful guidelines for improving the use of language in public speaking. Chapter 13, "The Effects of Language on Communication," is of special value.

Ross, Raymond S. *Speech Communication*. (Englewood Cliffs, New Jersey: Prentice-Hall, 1977).

Chapter 3 is devoted to "Language Habits and Semantics."

Wilson, John F. and Carroll C. Arnold. *Public Speaking as a Liberal Art*. 3d ed. (Boston, Massachusetts: Allyn and Bacon, 1974).

Chapter 9, which is devoted to "Style," offers historical perspective on the study of language in public speaking.

FOOTNOTES

[1] Edwin Newman, *Strictly Speaking* (New York: Warner Books Edition by arrangement with Bobbs-Merrill, 1977), p. 32.

[2] R. R. Allen, S. Clay Wilmington, and Jo Sprague, *Speech Communication in the Secondary School*, 2d ed. (Boston: Allyn and Bacon, 1976), p. 31.

[3] R. R. Allen and Ray E. McKerrow, *The Pragmatics of Public Communication* (Columbus, Ohio: Charles E. Merrill, 1977), p. 43.

[4] Harry A. Barnes, "The Language of Bureaucracy," in *Language in America*, ed. Neil Postman, Charles Weingartner, and Terrance P. Morgan (New York: Western, 1969), p. 49.

[5] Gary Cronkhite, *Public Speaking and Critical Listening* (Menlo Park, California: Benjamin/Cummings, 1978), p. 258.

[6] Cronkhite, op. cit., p. 260.

[7] Alan H. Monroe and Douglas Ehninger, *Principles and Types of Speech Communication*, 7d ed. (Glenview, Illinois: Scott, Foresman and Company 1974), p. 434.

[8] John J. Makay and William R. Brown, *The Rhetorical Dialogue: Contemporary Concepts and Cases* (Dubuque, Iowa: Wm. C. Brown, 1972), p. 388.

[9] Richard M. Dusterbeck, "Man's Other Society," in Winning Orations 1961 (Evanston, Illinois: The Interstate Oratorical Assoiation, 1961), pp. 100-102.

[10] General Douglas MacArthur, "Faewell to the Cadets," in Wil Linkugel, R. R. Allen, and R. Johannesen, Contemporary American Speeches, 4d ed. (Dubuque, Iowa: Kendall/Hunt, 1978), pp. 357-362.

[11] John F. Kennedy, "Inaugural Address," in Linkugel et. al. op. cit., pp. 366-370.

UNIT FOUR

ORGANIZATION

INTRODUCTORY STATEMENT

> ... every discourse is put together like a living creature--it has a kind of body of its own, and hence lacks neither head nor foot, but has both middle and extremities, all composed in such sort that they suit each other and the whole.[1]
>
> Plato
> Phaedrus

Centuries ago Plato wrote about the nature and significance of structure in discourse. Organization remains an essential part of instruction in public speaking today. Both as speakers and listeners, students may benefit from close attention to speech organization. Speakers need to realize that a public speaking setting usually allows for only limited direct feedback from the audience so it is important that the message be structured so as to anticipate and meet audience needs. A well organized speech reflects well on the intelligence of the speaker. A trained speaker recognizes that listeners cannot go back to reread a page nor note clues of punctuation like capital letters and paragraph indentations that are available to the reader. Thus, clear organization of the message is essential. A carefully planned speech may aid a speaker during delivery of the message by making it easier to remember the movement of ideas. A listener trained in the skills of organization is more sensitive to the various parts of the message as they unfold. For example, a critical listener knows that speakers have a variety of means available for clarifying purposes and preparing audiences for what follows. A speech that fails to focus its purpose or to suggest its direction may justifiably be viewed with some suspicion by the critical receiver. A critical receiver is always asking questions about the possibilities open to the speaker and then evaluating the choices the speaker appears to have made.

But there are some shortcomings in current instruction in organization in the secondary school speech classroom. While organization is traditionally a major unit studied, often the subtleties and finer points of organization are not taught. For example, instruction in the functions of the initial partition and the effective use of transitions is often missing. Sometimes the emphasis is on devices or "gadgets" that may be used in introductions and conclusions, but the student never develops the sensibility of a message strategist who is aware of the functions and methods in interaction with particular audiences, occasions, subjects, and purposes. It is also true that many high school students experience a great deal of difficulty trying to visualize relationships among ideas. Yet organization of message materials remains a key criterion by which speeches are evaluated. Unless the teacher can provide a series of graduated exercises that help students work through the various methods and forms of organization, a unit on organization may not have a lasting impact on student skill development and later success in speaking.

This unit is designed to develop student competencies in the organization of messages. The first section focuses on a few of the commonly used patterns for the body of a speech. The second section deals with functions which may be assigned to the beginnings of a speech. Useful methods for accomplishing those functions are also provided. The third section presents functions and methods applicable to the concluding portions of speeches. The fourth section puts it all together by considering the skills of outlining that will help students visualize the key working relationships among ideas.

When using this unit, teachers may first wish to discuss with students how all of us expect to see and will impose relationships among ideas and events. The teacher may then highlight how ideas may be structured in patterns to achieve greater clarity and force of expression. As the unit concludes with the study of outlining, students should realize that the skills they have developed in this unit will be valuable in future efforts to structure both written and spoken messages.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR PATTERNS OF ORGANIZATION

A. The student will be able to identify the names of six patterns of organization.

B. The student will be able to match the names of organizational patterns with their definitions.

C. Given sample outlines, the student will be able to identify the demonstrated organizational pattern.

D. Given sample speech fragments, the student will be able to determine which patterns of organization were used.

E. Given a topic, the student will be able to create three main headings arranged in one pattern of organization and develop appropriate subheadings using at least one other pattern of organization.

II. INSTRUCTIONAL OBJECTIVES FOR INTRODUCTIONS

A. The student will be able to identify seven functions that may be assigned to speech introductions.

B. The student will be able to select descriptions of seven functions of introductions from a list of responses.

C. The student will be able to identify sample introductory statements by function.

D. Given sample introductions, the student will be able to determine which functions are being served.

E. The student will be able to construct an introduction that serves at least four functions.

III. INSTRUCTIONAL OBJECTIVES FOR CONCLUSIONS

A. The student will be able to identify five devices commonly used in speech conclusions.

B. The student will be able to match terms for concluding devices with definitions of such devices.

C. The student will be able to identify sample concluding devices by type.

D. Given sample conclusions, the student will be able to determine which devices are being used.

E. The student will be able to construct a conclusion that includes at least three devices.

IV. INSTRUCTIONAL OBJECTIVES FOR FORMING SPEECH OUTLINES

A. The student will be able to name three general guidelines for forming speech outlines.

B. The student will be able to match several guidelines for forming speech outlines with descriptions of the guidelines.

C. The student will be able to unscramble an outline that includes at least one level of subordination in accordance with the general guidelines for forming speech outlines.

D. Given a sample outline, the student will be able to analyze the outline to determine if it is in accordance with the general guidelines.

CONTENT OUTLINE

I. There are many ways of selecting and arranging the points of a speech to present them in a unified and orderly manner. Among the commonly used patterns of organization are the following:

A. A time pattern begins at a certain period or date and moves forward or backward in a systematic way.

1. The time pattern may describe events that have occurred over a period of time or explain the steps in a process or procedure.

2. Listeners and speakers need to ask:

   a. Is movement in time the most important relationship to be perceived?[2]

   b. Are any important aspects of the data and ideas left out by this pattern?

B. A space pattern arranges the parts of a whole according to their physical relationship to each other.

1. A space pattern may describe one item in terms of its different parts or a series of items in terms of their geographical distribution.

2. Listeners and speakers need to ask:

   a. Are enough, but no more than enough, spatial data provided?

   b. Are relationships in space in fact the most important relationship to be perceived?

C. A problem - solution pattern divides ideas into two parts: the description of a problem (or problems) and the presentation of a solution (or solutions) to it.

1. This pattern may be applied to problems facing the immediate audience or to discussions of potential future problems.

2. Listeners and speakers need to ask:

   a. Do the terms "problem" and "solution" accurately characterize the situation described?

   b. Does the speech present a balanced treatment of "problem" and "solution" in ways that fit the actual situation?

D. A causal pattern highlights certain forces and then points to the results these forces will produce (cause - effect) or points to events and shows what forces created them (effect - cause).

1. This pattern may point out undesirable conditions (effects) and ask listeners to eliminate the causes or encourage listeners to set particular causes in operation so that desirable effects may be secured.

2. Listeners and speakers need to ask:

   a. Are the ideas presented truly interrelated by causality?

   b. Is it useful to put causal relations rather than some other relations into the foreground?

E. A pattern of ascending or descending order places main points in sequence according to their increasing or decreasing importance.

1. Placing ideas in ascending order may give a speech a sense of climactic movement and help audiences remember the last point mentioned.

2. Listeners and speakers need to ask:

   a. If this pattern is to be meaningful, are all necessary stages of ascent or descent included?

   b. Is the relative importance, size or other quality highlighted really important for understanding and perhaps acting on the ideas presented in the message?

F. A topical pattern typically considers the natural parts or divisions of a subject.

1. Topical patterns are used when the audience is already familiar with or accustomed to a particular division of the subject

being presented. (For example, a speech on the federal government might be topically divided into the executive, legislative and judicial branches.)

2. Listeners and speakers need to ask:

   a. Do the "topics" taken together, provide a sufficiently clear view of the subject?

   b. Do the "topics" provide a reasonable and inclusive coverage of the subject?

II. An introduction may be designed to accomplish several functions.[3] The particular functions to be served in each public speech depend on the interaction of the speaker, the subject, the purpose, the audience, and the occasion.

A. An introduction may focus the attention of the audience. For example, this may be done through the use of:

1. A reference to the subject when the audience is friendly toward the speaker or already interested in the topic

2. A reference to the occasion when it is of special importance to those assembled

3. A personal reference if the audience holds the speaker in high esteem

4. An apt quotation to set the mood

5. A startling statement that is relevant and does not offend standards of good taste

6. A real or hypothetical illustration that is interesting in itself and closely related to the central idea of the speech

7. A rhetorical question if it puts the audience in a state of expectancy for an answer

B. An introduction may present the speaker's credentials to speak. This can be done through reference to personal past experiences and interests, particular accomplishments, or study and research.

C. An introduction may give the audience reasons for listening. The speaker may have to convince the listeners of the special significance of the subject by showing how they are directly affected.

D. An introduction may clarify the speaker's subject by presenting the purpose statement. The purpose statement may focus on what the audience is to learn or understand, believe, or to value as a result of hearing the speech.

E. An introduction may preview the main points of the speech. An initial partition may help the audience follow the body of the speech.

F. An introduction may provide essential background information. Special terms may be defined, new meanings may be assigned familiar terms, historical perspective may be offered, etc.

G. An introduction may establish common ground between a speaker and an audience. Facing a hostile audience, the speaker may feel the need to remind listeners of shared ideas, values, and experience.

III. The conclusion to a public speech may serve important functions through the use of several devices.

A. A conclusion may serve the following functions:

1. The conclusion may function to redirect the audience's attention to the central point of the speech. A conclusion is the likely place to bring the central theme into focus and re-emphasize the points the speaker wants the audience to remember.

2. The conclusion may function to create the mood and frame of mind that should be dominant at the end of the speech.

3. The conclusion may function to create closure and leave the audience with a sense of completeness.

B. A variety of methods and devices may be used in the conclusion to accomplish the important functions.

1. A challenge or appeal may be made to the listeners. Through challenges and appeals, listeners are urged to accept specific beliefs or take specific actions.

2. A summary of major points or ideas may be provided. The conclusion offers a final chance to "pull it all together" either by direct repitition or restatement of the main points of the speech.

3. A quotation by a respected source may be used to capture the central idea of a speech.

4. A return or reference to opening remarks may be especially helpful in giving psychological unity to a speech.

5. A statement of the speaker's personal intentions is another convincing and satisfying method for concluding a message. By stating a personal intention to act as the speech recommends the speaker may strengthen the total impact of the speech.

IV. Three general guidelines may be offered for the use of speech outlines: maintain consistent outline form, establish working relationships among the points, and include smooth transitions for movements between points.

A. There are several requirements of good outline form.[5]

1. A consistent system of symbolization should be used so that each time a type of symbol occurs it signifies that the ideas thus identified are of approximately the same importance. (For example, I, A, 1, a, 1), a) indicate an order of decreasing importance.)

2. A consistent system of indentation is used so that the greater the importance or scope of a statement, the nearer it is placed to the left-hand margin.

3. Each item in the outline should contain only one focal idea so that clear relationships among ideas are maintained.

4. The hierarchy of points is indicated through clear levels of subordination so that each subordinated point directly supports or emphasizes the statement made in the superior heading.

5. There should be not one, but two or more subordinate points, thus assuring that the leading idea is adequately developed.

B. There are several checks on the relationships among points included in an outline.

1. The principle of relevance. Each point in the outline should contribute to the development of the subject statement and its own immediate superior heading.

2. The principle of separability. Though interrelated, each point in the outline should be clearly separable from other points in the outline.

3. The principle of equality. Consistent levels of importance or scope should be maintained among coordinate points. Give equal place to matters of equal scope and importance.

4. The principle of completeness. To the degree possible, taken collectively, the points of the outline should develop all important aspects of the subject being discussed.

C. Clear transitions should signal movement from point to point in an outline.[6]

1. Rhetorical questions may serve as transitions by preparing the audience for an answer in the point that follows. (For example, a speaker could provide a transition in the problem-solution speech by asking "What can be done about this dreadful condition?")

2. Signal words may be used to alert listeners to the new idea that follows. (For example, a speaker could say "Similarly we find that their religious practices follow centuries old traditions. Consequently, it may be said that they are a society strictly governed by traditions.")

3. Progression words and enumeration may be used to tie ideas together. (For example, a speaker could say "The third step is putting on the spare tire. The next step is letting the jack down. The final step is putting all of the tools back in their proper places.")

4. Summary transitions may be used as they restate the previous point and indicate its relationships to the point that follows. (For example, a speaker could say, "The campaign is marked by many public appearances, high level strategy sessions, and in addition, the frantic pace that all these commitments demand.")

LEARNING ACTIVITIES

I. Activities related to patterns of organization

A. Prior to working with more challenging activities, the teacher may wish to check student understanding of the basic ideas contained in the content outline. The teacher may ask students (working individually or in small groups) to:

1. Name six patterns of organization. A sample response would be:

   a. Time pattern

   b. Space pattern

   c. Problem-solution pattern

   d. Causal pattern

   e. Ascending or descending order

   f. Topical pattern

2. Match the names of organizational patterns with their definitions.

a.	(Causal pattern)	May focus on what will happen in the future because of forces operating right now
b.	(Topical pattern)	Arranges a subject by its natural parts
c.	(Space pattern)	Organizes ideas by where things are
d.	(Ascending or descending order pattern)	Ideas are related according to their strength or importance
e.	(Time pattern)	Orders ideas according to when they happen
f.	(Problem-solution pattern)	Examines a "disease" and offers a "remedy"

B. Students should be able to identify the organizational patterns used in the following sample outlines. If students determine that the outline needs rearranging, they should indicate the new order (number items 1, 2, etc.) and label the new pattern.

1. Subject: Competitive Sports

____ Wrestling

____ Basketball

____ Baseball

____ Football

____ Track

____ Swimming

____ Golf

____ Tennis

(Topical) pattern

2. Subject: Morning at Camp

(5) Crafts from eleven to eleven thirty

(1) Breakfast at six thirty

(3) Boating from nine until ten

(6) Lunch at eleven thirty

(4) Swimming from ten to eleven

(2) Nature hikes from seven thirty to eight thirty

3. Subject: Movies

____ Paramount Pictures' next release will star John Travolta.
(Causal) pattern

____ The next movie released by Paramount Pictures will be a box-office success.

4. Subject: Student Parking

____ Students who drive to school should be given assigned spots in the parking lot.
(Problem-Solution) pattern

____ Students currently park illegally by blocking driveways, taking faculty spots, and leaving their cars in no parking zones.

5. Subject: Units of Government (From smaller to larger degrees of responsibility)

(4) State government

(1) City government

(2) Township government

(5) Federal government

(3) County government

(Ascending Order) pattern

6. Subject: Wisconsin State Capitol

____ North wing

____ East wing

____ South wing

____ West wing

(Space) pattern

C. Working individually or in small groups, students should analyze the speech fragments that follow. Students should identify the major points of the passage and the pattern or organization represented.

1. Susan C. Buerk, Assistant Vice President of the Marine Midland Bank, delivered the following speech entitled, "Women's Opportunity...Starting Your Own Business." She spoke at Medville College in Buffalo, New York on November 7, 1977.[7] Excerpts from her address are printed below.

"Psychologists...say that men set up three types of tests for women in business situations...social, sexual and intellectual.... In a social sense, men place women in 'helping' roles such as getting coffee, taking minutes, setting up appointments.... The sexual tests...are perhaps the easiest to deal with of the three behavior patterns for ultimately your own personal choice and decision becomes involved.... The intellectual tests that men put women through in business situations are complicated.... But on the subject of intellectual capacity, let us realize, please, that women are not less bright, nor do they have less aptitude for busines. They simply have less experience."

a. Major points

   1.) Men set up social tests for women in business situations.

   2.) Men set up sexual tests for women in business situations.

   3.) Men set up intellectual tests for women in business situations.

b. Pattern: Topical

2. Victor V. Veysey, Director of the Industrial Relations Center at the California Institute of Technology, delivered the following speech entitled, "Panama Canal Treaties--A Flight Down San Juan Hill." He spoke before the Town Hall of California in Los Angeles, California on February 9, 1978.[8] Excerpts from his address are printed below.

"You may remember the events that were associated with the acquisition of the Panama Canal. Early in this century the United States...needed to have a closer water route between the East Coast and the West Coast.... Teddy Roosevelt... went to Congress and got an authorization to build a Canal...a package was put together in which the United States gave support to the urge for liberty on the part of the Panamanions and.... Panama's independence was guaranteed. Thereafter, very quickly followed the Treaty of 1903.... What followed next was the amazing success of the Army Corps of Engineers and medical people to overcome the difficulties in Panama.... The design and the construction was completed in just 10 years--from the treaty in 1903 to opening in 1913."

a. Major Points

   1.) The United States recognized the need for a closer water route.

   2.) Teddy Rossevelt got authorization from Congress to build a canal.

   3.) The United States made an agreement to support Panama's independence.

   4.) The Treaty of 1903 allowed the United States to build the canal.

   5.) The Army Corps of Engineers and medical people overcame the difficulties.

   6.) By 1913, the Canal was complete.

b. Pattern: Time

3. Chaim Herzog, Israeli Ambassador to the United Nations, delivered the following speech entitled, "Egyptian-Israeli Negotiations: Breaking Down the Barriers." He spoke to the Commonwealth Club of California in San Francisco during March of 1978.[9] Excerpts from his address are printed below.

"...if the Israeli-Arab conflict is resolved in whatever way it may be resolved this will not eliminate the major centres of bloodshed in the world today in general and in the Middle East in particular. Only a few months ago Egyptian and Libyan troops were locked in battle.

Egyptian planes were bombing... inside Libya.... During the past year forces of Somalia...backed by other members of the Arab League...initially occupied in a military invasion almost one third of Ethiopia.... Every month hundreds die in the struggle between Algeria on the one hand and Morocco and Mauritania on the other hand, in the Western Sahara.... For years a bloody struggle has been taking place in the hills and sands of Dhofar, Oman...a large slice of Chad Territory has been annexed by Libya.... President Sadat talks today about coming to the aid of Chad. That has nothing to do with the Israeli-Arab conflict."

a. Major Points

1.) There is fighting in Libya.

2.) There is fighting in Ethiopia.

3.) There is fighting in Western Sahara.

4.) There is fighting in Oman.

5.) There is fighting in Chad.

b. Pattern: Space

D. Students should now be familiar enough with patterns of organization to be able to use the patterns for organizing given topics. The teacher may ask students (working individually or in small groups) to take a given topic, create three main headings using one pattern of organization, and create three appropriate subheadings using at least one other pattern of organization. For example:

Subject: Enjoyable Television Programs

Westerns are enjoyable.- (Topical pattern)

I enjoy them because our family watches them together.

I enjoy them because we used to live out West.

I enjoy them because I like that period of U.S. history.

(Causal pattern)

Comedies are enjoyable.- (Topical pattern)

I enjoy early morning cartoons.

I enjoy early evening situation comedies.

I enjoy late night comedy skits.

(Time pattern)

Law enforcement shows are enjoyable.- (Topical pattern)

I enjoy shows about lawyers.

I enjoy shows about policemen.

I enjoy shows about private investigators.

II. Activities related to introductions

A. Basic understandings should be checked before students attempt more challenging activities. The teacher may ask students working individually or in small groups to:

1. Name seven functions that may be assigned to speech introductions. A sample response would be that introductions may function to:

a. Focus the attention of the audience

b. Present the speaker's credentials

c. Give the audience reasons for listening

d. Clarify the subject by presenting the purpose statement

e. Preview the main points of the speech

f. Provide essential background information

g. Establish common ground between a speaker and audience

(Any order is acceptable.)

2. Select descriptions of seven functions of introductions from a list of responses. Students should place a check mark next to the seven statements that reflect functions sometimes assigned to introductions.

a. (✓) Convince listeners that the message is worth hearing

b. ___ Remind listeners that refreshments are still being served

c. (✓) Provide historical perspective on the topic and define special terms

d. (✓) State the goal of the speech

e. ___ Comment on the crowded conditions in the room

f. (✓) Direct audience attention to the speech

g. ___ Apologize for the nature of the topic

h. (✓) Establish the speaker's competence in the subject

i. (✓) Sketch out the main points to be developed in the speech

j. ___ Leave the audience with a sense of finality

k. (✓) Remind listeners of the beliefs, values, or ideas they share with the speaker

B. The students working individually or in small groups should match the functions that may be assigned to an introduction with the sample introductory statements provided.

1. Focus attention

2. Present credentials

3. Reasons for listening

4. Present purpose statement

5. Preview main points

6. Provide background

7. Establish common ground

(6) Ohm is one of the terms that may not be familiar to you. When a physicist talks about ohms, units of electric resistance are being discussed.

(4) If by the conclusion of the fifteen minutes we share together you have a better understanding of the world missions of the Red Cross, I will consider my speech a success.

(1) From every part of the country we have come here today to celebrate the birthday of a remarkable woman who touched the lives of all of us.

(5) As I explore changes in television programming I will be looking at the five primary types of presentations: situation comedies, police and lawyer shows, variety shows, sports specials and news telecasts.

(2) I have always enjoyed reading about South America, and last

summer my dream come true when I was able to spend three months traveling in Argentina, Columbia, and Brazil. Having lived among the people and seen the countryside, I have many new perspectives on this amazing part of the world.

(7) All of us are committed to the rights of the individual. We all agree that if you want people to act responsibly you have to treat them with responsibility. We also share a belief in the basic honesty of all people. It is only in some of the specifics of the case that our viewpoints differ.

(3) Interviewing skills might not seem very important to you now while you are still in your basic accounting courses, but most of you will have to complete an interview before you are hired by any major firm. Suggestions offered in this short talk can help you make a good impression and land that job you will be qualified to have.

C. Working individually or in small groups, students should analyze the following introduction to determine which functions are being served. Sig Mickelson, Chairman of the Board of Radio Free Europe and Radio Liberty, Inc., delivered the following speech entitled, "Filling the Information Gap." He spoke to the Cincinnati Rotary Club in Ohio on May 25, 1978.[10]

I'd like to talk to you today about some critical aspects of our country's relations with Eastern Europe and the Soviet Union--particularly as they relate to electronic communications--specifically shortwave radio. I'd like to talk about the objectives of shortwave broadcasts, their impact and what they can hope to achieve. But first let me tell you something about the company I represent.... RFE/RL, Inc., is a private American Corporation, chartered in the State of Delaware, financed largely by the United States government. It broadcasts in 22 languages to the Soviet Union and Eastern Europe.... The present corporation, RFE/RL, Inc., started as two separate entities.... Both began broadcasting in the early 1950's...the work done by the two organizations is so critically important, so vital to the conduct of the foreign policy of the United States that we are convinced the public should know more. During the past nine weeks I have visited a score of American cities.... I have answered hundreds of questions about the radios on those occasions and in another hundred or so radio and television interviews. One question inevitably comes up. Should the United States government support a shortwave broadcasting institution which jeopardizes detente by beaming propaganda into Eastern Europe and the Soviet Union?... I'd like to use the time allotted to me to answer that question.

In evaluating student analysis of the introduction, the teacher may wish to consider the following suggestions:

1. The functions of focusing audience attention is accomplished through:
    a. A direct reference to the subject - "critical aspects of our country's relations with Eastern Europe and the Soviet Union."
    b. A rhetorical question - "should the United States government support a shortwave broadcasting institution...?"
2. The functions of presenting credentials to speak is accomplished when the speaker relates that the past nine weeks have been spent answering "hundreds of questions about the radios." The speaker has answered questions in person and in "radio and television interviews."
3. The function of giving the audience reasons to listen is accomplished through:

        a. The direct reference to the topic as "critical aspects of our country's relations..."

        b. The speaker's statement that "the work done by the two organizations is so critically important, so vital to the conduct of the foreign policy of the United States..."

    4. The function of clarifying the speaker's subject by presenting the purpose statement is accomplished when the speaker poses a rhetorical question and says "I'd like to use the time allotted to me to answer that question."

    5. The function of previewing main points is accomplished when the speaker partitions his speech into "the objectives of short-wave broadcasts, their impact and what they can hope to achieve."

    6. The function of providing essential background information is accomplished when the speaker says "But first let me tell you something about the company I represent."

D. Working individually or in small groups, students should prepare an introduction for the following speech situation. The introduction must be designed to accomplish at least five of the commonly assigned functions: focus attention, present credentials, give reasons for listening, present purpose statement, preview main points, provide background, and establish common-ground.

    1. Speaker: Junior Class President

    2. Audience: Members of the Junior Class

    3. Occasion: Beginning-of-the-year assembly for the Junior Class

    4. Subject: Responsibilities for the Year

    5. Purpose: To inform the audience of the four major responsibilities they will have as a class during the year

    6. Main Points:

        a. The Junior Class will be partially responsible for the enforcement of parking fines against student violators under the school's new parking policy.

        b. The Junior Class will be partially responsible for hosting student visitors from Alabama as part of the Student Council Exchange Program.

        c. The Junior Class will have primary responsibility for renovation of the Student Commons Area.

        d. The Junior Class will have total responsibility for the Prom.

III. Activities related to conclusions

A. Student understanding of the basic concepts in the content outline should be assured before moving on to more challenging activities. The teacher may wish to ask students working individually or in groups to:

    1. Name five devices commonly used in speech conclusions. A sample response would be:

        a. A challenge or appeal

        b. A summary

        c. A quotation

        d. A return to opening remarks

        e. A statement of personal intent

        (Any order is acceptable)

    2. Match terms for concluding devices with definitions of such terms.

a.	(Quotations)	Borrowing language of another who effectively expressed the mood and thoughts of the speech
b.	(Challenge or appeal)	Listeners urged to believe or act in a certain way
c.	(Return to opening)	Reference made to materials that introduced the speech
d.	(Personal intention)	Speaker's personal commitment to act reaffirmed
e.	(Summary)	Review of the main points of the speech

B. Working individually or in small groups, students should identify the type of concluding device being used in the following sample statements.

1. (Personal intention) Each of you will have to decide what kind of commitment you are prepared to make. As for me, I can only do what I believe to be right. I will continue to present the case for the preservation of America's wilderness regions.

2. (Challenge or appeal) Two years ago the Seniors raised five hundred dollars in the Bike-a-thon for Diabetes. Last year the Seniors raised seven hundred and fifty dollars for diabetes research. Our graduating class can improve on past efforts. We can reach our goal of one thousand dollars for this very important work.

3. (Return to opening) I probably shocked some people when I started this talk by saying that everyone here is a potential genius. Now that we have considered the characteristics of those who have been called geniuses through the ages I hope you realize you truly share that potential to look at things and see relationships that no one else has seen.

4. (Summary) You can't be the perfect owner of a German Shepherd after listening to only one speech, but you should now have a better understanding of the feeding, exercise, and grooming that these dogs require.

5. (Quotation) As we face these difficult times we would do well to remember the words of John F. Kennedy. "Ask not what your country can do for you--ask what you can do for your country."

C. Working individually or in small groups, students should analyze this conclusion to determine which devices are being used. Farah Pahlavi, the former Shahbanou of Iran, delivered the following speech entitled, "Iran--The Preservation of Our Culture." She spoke at the Annual Dinner of the Asia Society in New York City on January 12, 1978.[11]

"In conclusion, let me return to my own culture and more generally to that of Asia.... The preservation of the cultures of Asia and the familiarizing of the people of other lands with the

Asian world is...a task of crucial importance for the whole of humanity in our times. For us Iranians, like other Asians, it is important to realize that in this tension between our traditional values and modern technology...the revival of our national culture remains the one certain foundation upon which we can base ourselves.... I can do no better than to conclude with the words of perhaps the best known of all Persian poets in the West, namely, Omar Khayyam.

> In love eternal He created me
> And first He thought the love
> of charity. Then from my heart
> He filed a key that might Unlock
> the treasures of Reality.

I wish the Asia Society success and new achievement in making Asia better known to America and in expanding its horizons and activities. And I express my fervent hope that this new year will bring to you and to all peoples, peace, harmony and prosperity. May we, each in our own way, carry the message of love and brotherhood to mankind."

In evaluating student analyses of the conclusion, the teacher may wish to consider the following suggestions:

1. The idea of a challenge or appeal may be included when the speaker notes:
    a. That the activities of the Asia Society represent "a task of crucial importance for the whole of humanity in our times."
    b. Wishes her audience "success and new achievement in making Asia better known to America and in expanding its horizons and activities."
    c. Expresses her hope that we may "carry the message of love and brotherhood to mankind."
2. Without reproducing the entire text of the speech, it is difficult to demonstrate how the concluding remarks may function as a summary. In fact the speaker's reference to a) preservation of cultures of Asia, b) familiarizing of other people with the Asia world, and c) the revival of national culture in the face of modern technology effectively reviews main themes in the speech.
3. The speaker is making clear use of a quotation from Omar Khayyam. ("In love eternal...)
4. The speaker is making use of the device of announcing her personal intent when she includes herself in her challenge to the Asia Society ("May we, each in our own way, carry the message of life and brotherhood to mankind.")

D. Working individually or in small groups, students should create a conclusion for the following speech situation using at least three of the devices presented in the content outline (challenge or appeal, summary, quotation, return to opening remarks, statement of personal intent).

1. Speaker: Student Chairperson of the Muscular Dystrophy Dance
2. Audience: Student Body of the High School
3. Occasion: All School Assembly - one week before the Dance Marathon
4. Subject: Muscular Dystrophy Dance Marathon
5. Purpose: To persuade the audience to participate in the marathon so that many dollars can be raised through pledges

6. Main Points:

   a. Participation in the marathon will be a lot of fun.

   b. The Muscular Dystrophy Association really needs our support.

   c. Our school has a very strong tradition of helping others.

IV. Activities related to general guidelines for the use of speech outlines

A. It it important that students understand the basic guidelines from the content outline before they attempt more difficult activities. The teacher may ask students working individually or in groups to:

1. Name three general guidelines for the use of speech outlines. A sample response would be:

   a. Maintain consistent outline form

   b. Establish clear working relationships among points

   c. Include smooth transitions for movements between points

   (Any order is acceptable)

2. Match three general guidelines for the use of speech outlines with descriptions of those guidelines. Choices include: consistent form, working relationships, and smooth transitions.

   a. (Smooth transition) Words and phrases are used to help signal changes in the direction of the speech.

   b. (Consistent form) Systems of identation and symbolization are uniformly employed.

   c. (Working relationships) Points are clearly separable and help develop the subject statement.

B. Students should unscramble the following outline in keeping with the guidelines that have been studied. Three of the statements belong in the introduction and two in the conclusion. The remainder of the statements belong in the body of the speech. As you order main ideas and subpoints, consider the order that would seem most natural to you. Teachers may wish to supply a map of Wisconsin to each group working on this exercise.

This spectacular area on the shores of Sturgeon Bay was established as a state park in 1928.

Heading into northern Wisconsin we are treated to the beauty of Copper Falls State Park.

The name which the lake and the park share is attributed to the Winnebago Indians--interpreted Kegonsa means "Lake of Many Fishes."

Would you like to do more to be in touch with the natural beauty and historic tradition of Wisconsin?

The river scenery and wooded bluffs make this park a beautiful spot to conclude our brief trip to four of Wisconsin's State Parks.

If we continue our explorations in a southern direction, we can enjoy the natural splendor of Lake Kegonsa State Park.

Whichever direction you choose to travel, a stop at any of the many Wisconsin State Parks is sure to make your trip special.

The park carries the name of the 29-foot falls that marks the first drop of the Bad River.

Steep slopes and rugged limestone cliffs along the shoreline are distinctive features of this park on the Door County Peninsula.

After reading several issues of the State Parks Visitor, a publication of the Wisconsin Department of Natural Resources, and talking with enthusiastic campers from all around the state, I'm ready to be your guide for a short trip.

The park is named after the Potawatomi Indians who once occupied the area.

This area around Trempeleau Mountain on the Mississippi River was designated a State Park in 1918.

Lake Kegonsa State Park is very special for its areas that have been restored to prairie grass sometimes reaching a height of over eight feet.

Movement in the direction of the rising sun takes us to Potawatomi State Park.

Nicholas Perrot, a 17th Century French Canadian fur trader, lends his name to this park.

Copper Falls was established as a State Park in 1929.

Let's travel to State Parks on the four main points of the compass.

This area with three-fourths of a mile frontage on Lake Kegonsa was established as a State Park in 1962.

I hope our brief visits to Copper Falls, Potawatomi, Lake Kegonsa, and Perrot State Parks have provided the encouragement you needed to explore the scenic wonderland that is Wisconsin.

While we're here we can take special pleasure in the waterfalls and gorge walls that rise 60 to 150 feet on either side of the swift moving river.

If at the end of our journey we follow the setting sun to Western Wisconsin, we arrive at Perrot State Park.

The order of statements the author had in mind is the following:[12]

Introduction:

1. Would you like to do more to be in touch with the natural beauty and historic tradition of Wisconsin?

2. After reading several issues of the State Park Visitor, a publication of the Wisconsin Department of Natural Resources, and talking with enthusiastic campers from all around the state, I am ready to be your guide for a short trip.

3. Let's travel to State Parks on the four main points of the compass.

Body:

I. Heading into northern Wisconsin we are treated to the beauty of Copper Falls State Park.
    A. Copper Falls was established as a State Park in 1929.
    B. The park carries the name of the 29-foot falls that marks the first drop on the Bad River.
    C. While we're here we can take special pleasure in the waterfalls and gorge walls that rise 60 to 150 feet on either side of the swift-moving river.

II. Movement in the direction of the rising sun takes us to Potawatomi State Park.
    A. This spectacular area on the shores of Sturgeon Bay was established as a State Park in 1928.
    B. The park is named after the Potawatomi Indians who once occupied the area.

C. Steep slopes and rugged limestone cliffs along the shoreline area are distinctive features of this park on the Door County Peninsula.

III. If we continue our explorations in a southern direction, we can enjoy the natural splendor of Lake Kegonsa State Park.

A. This area with three-fourths of a mile frontage on Lake Kegonsa was established as a State Park in 1962.

B. The name which the lake and the park share is attributed to the Winnebago Indians--interpreted, Kegonsa means "Lake of Many Fishes."

C. Kegonsa State Park is very special for its areas that have been restored to prairie grass sometimes reaching a height of over eight feet.

IV. If at the end of our short trip we follow the setting sun to western Wisconsin, we arrive at Perrot State Park.

A. This area around Trempeleau Mountain on the Mississippi River was designated a State Park in 1918.

B. Nicolas Perrot, a 17th Century French Canadian fur trader, lends his name to this park.

C. The river scenery and wooded bluffs make this park a beautiful spot to conclude our brief trip to some of Wisconsin's State Parks.

Conclusion:

1. I hope our brief visits to Cooper Falls, Potawatomi, Lake Kegonsa, and Perrot State Parks have provided the encouragement you needed to explore the scenic wonderland that is Wisconsin.

2. Whichever direction you choose to travel, a stop at any of the many Wisconsin State Parks is sure to make your trip special.

Teachers will note that the order of the three subpoints under each main point is not mandatory. Students should realize that the order they choose under the first main point should be consistently employed in development of the other main points.

C. Students should analyze the outline that follows to determine if it contains any violations of the guidelines. Students should identify flaws of inconsistent form, poor relationships among ideas, and/or use of transitions.

Subject: The University of Wisconsin System[13]

Purpose: To inform the audience of the overall structure of the University of Wisconsin System

Subject Statement: The universities of the University of Wisconsin System are grouped into three organizational clusters, based on types of mission.

I. The Doctoral cluster is distinguished by the level of graduate work and advanced research conducted at the institutions.

A. The University of Wisconsin-Milwaukee is part of the Doctoral cluster.

1. In addition to an undergraduate enrollment of 20,026 there are also 4,660 graduates enrolled at UW-Milwaukee.

2. There are doctoral programs in fourteen different areas at UW-Milwaukee.

(Transition: The University of Wisconsin System is world famous for another part of its Doctoral Cluster as well.)

B. The UW-Madison is part of the Doctoral group.

1. In addition to an undergraduate enrollment of 24, 882 there are also 8,943 graduates enrolled at UW-Madison.

2. There are doctoral programs in one hundred and twenty-eight different areas at UW-Madison.

(Transition: Many administrators of the UW System have offices in Madison.)

C. The President of the University of Wisconsin System, Edwin Young, has his office in Van Hise Hall on the UW-Madison campus.

II. The University cluster is noted for the fine four year undergraduate programs which exist at the institutions.

A. UW-Oshkosh is part of the University cluster.

B. UW-Eau Claire is part of the University cluster.

C. UW-Whitewater is part of this cluster.

D. UW-Stevens Point, UW-La Crosse, and UW-Stout are part of the University cluster.

E. UW-Parkside is a member of the University cluster.

F. UW-Platteville, UW-Green Bay, and UW-Superior round out the University group.

(Transition: Charles Van Hise, a former President of the University of Wisconsin, once said that "the boundaries of the University are the boundaries of the state." The Outreach cluster of the University of Wisconsin is a key means of implementing Van Hise's famous "Wisconsin Idea.")

III. The Outreach cluster is significant for the many ways it expands the ideas and services of the University of Wisconsin System beyond its more traditional four year campuses.

A. The University of Wisconsin Center System is part of the Outreach cluster.

1. The UW-Center system is comprised of fourteen campuses.

(Transition: In yet another way the University offers vital public services to residents throughout Wisconsin.)

B. The University of Wisconsin Extension is part of the Outreach cluster.

In evaluating student analyses of the outline, teachers will want to consider the following:

The first flaw occurs when the location of an administrator's office is introduced as sub-point C under the first main point. This point does not contribute to a better understanding of the subject statement. It also fails to develop the immediately superior heading.

The second flaw occurs when no transition is provided to smooth movement into the second main point. The lack of transitions between subpoints under the second main point is permissable because the movement between points is easy to sense in the list being provided.

The third flaw occurs when several campuses are lumped together at subpoints D and G under main point two. Each of the campuses requires a separate point in the outline because each of the campuses has equal weight with the others in a list of this type.

The fourth flaw occurs when subpoint A under the third main point has only one level of subordination. Single subpoints should be avoided. The point should have been collapsed into the superior heading or further levels of subordination should have been developed.

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask students to:

A. List six patterns of organization

B. Explain (in his/her own words) the relationships among ideas established through the use of six organizational patterns

C. List seven functions that may be assigned to speech introductions

D. Explain (in his/her own words) why each of seven functions may sometimes be assigned to speech introductions

E. List five devices commonly used in speech conclusions

F. Define (in his/her own words) each of the five devices commonly used in speech conclusions

G. List three general guidelines for the use of speech outlines

H. Explain (in his/her own words) the three general guidelines for the use of speech outlines

II. Some of the work prepared in the learning activities may be evaluated. For example, the teacher may:

A. Collect and score student identifications of the patterns used in sample outlines

B. Evaluate student analyses of the speech fragments demonstrating various patterns of organization

C. Evaluate student patterns for given topics

D. Collect and score student matching of sample introductory statements with the functions which may be assigned to an introduction

E. Evaluate student analyses of the sample introduction

F. Evaluate the introductions students create for the given speaking situation

G. Collect and score student identifications of commonly used concluding devices

H. Evaluate student analyses of the sample conclusion

I. Evaluate the conclusions students create for the given speaking situation

J. Collect and score students' attempts to unscramble the scrambled outline

K. Evaluate student analysis of the sample outline

III. The more complex synthesis level outlines associated with this unit will be tested as students are asked to utilize the skills of organization in the preparation of the various speeches in following units.

SELECTED UNIT REFERENCES

Arnold, Carroll C. Criticism of Oral Rhetoric. (Columbus, Ohio: Charles Merrill, 1974).

Chapter Five entitled "Structure and Form" provides a very thoughtful analysis of how structures and forms are very important in the total meaning of a speech. The book is not easy reading, but certainly worth the time it takes to consider the significance of organization in speeches.

Bryant, Donald C. and Karl R. Wallace. Oral Communication: A Short Course in Speaking. 4d ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1976).

Chapter Seven entitled "Structure and Movement: Outline, Introduction, Conclusion" contains useful guidelines and numerous examples for studying the basics of speech organization.

Ehninger, Douglas, Alan H. Monroe, and Bruce E. Gronbeck. Principles and Types of Speech Communication. 8d ed. (Glenview, Illinois: Scott, Foresman and Company, 1978).

Chapters Nine through Twelve present several helpful guidelines for structuring the elements of a message. The examples provided for introductory and concluding devices are particularly interesting.

Reid, Loren. Speaking Well. 3d ed. (New York: McGraw-Hill, 1977).

Chapter Ten entitled "Organizing Messages" and Chapter Eleven on "Beginning and Ending" are especially good for the numerous examples they supply for the principles being discussed. Some historical perspective on organization is provided.

Vohs, John L. and G. P. Mohrmann. An Introduction to Human Communication: Audience, Messages Speakers. (New York: Harcourt Brace Jovanovich, 1975.)

Chapter Eight entitled "Messages: Organization, Structure, Reasoning" and the first part of Chapter Nine on "Messages: Developing Ideas" provide interesting discussions of the importance of organization. The points made are tied into the analysis of sample speeches which are provided.

Wilson, John F. and Carroll C. Arnold. Public Speaking as a Liberal Art. 3d ed. (Boston, Massachusetts: Allyn and Bacon, 1974).

Chapter Seven on "Disposition: Organizing Materials" and Chapter Eight on "Disposition: Outlining" are both very helpful. Their discussion of the useable patterns of organization and the functions of outlines are especially good.

FOOTNOTES

[1] Lane Cooper, translator, Plato: Phaedrus, Ion, Gorgias, and Symposium with passages from the Republic and Laws (New York: Oxford University Press, 1938), p. 51.

[2] Carroll C. Arnold, Criticism of Oral Rhetoric (Columbus, Ohio: Charles E. Merrill, 1974), pp. 121-130. I am indebted to Professor Arnold for the nature and significance of questions which may be asked when particular patterns are used.

[3] R. R. Allen and Ray E. McKerrow, *The Pragmatics of Public Communication* (Columbus, Ohio: Charles E. Merrill, 1977), pp. 87-94.

[4] Douglas Enhinger, Alan H. Monroe, and Bruce E. Gronbeck, *Principles and Types of Speech Communication* 8d ed. (Glenview, Illinois: Scott Foresman and Company, 1978), pp. 189-197.

[5] John F. Wilson and Carroll C. Arnold, *Public Speaking as a Liberal Art* 3d ed. (Boston: Allyn and Bacon, 1974), pp. 194-197.

[6] R. R. Allen, Sharol Parish, and C. David Mortensen, *Communication: Interacting Through Speech* (Columbus, Ohio: Charles E. Merrill, 1974), pp. 250-252.

[7] Susan C. Buerk, "Women's Opportunity--Starting Your Own Business," *Vital Speeches* 44 No. 8 (1 February 1978), pp. 230-232.

[8] Victor V. Veysey, "Panama Canal Treaties--A Flight Down San Juan Hill," *Vital Speeches* 44 No. 11 (15 March 1978), pp. 331-334.

[9] Chaim Herzog, "Egyptian-Israeli Negotiations--Breaking Down the Barriers," *Vital Speeches* 44 No. 15 (15 May 1978), pp. 457-461.

[10] Sig Mickelson, "Filling the Information Gap," *Vital Speeches* 44 No. 18 (1 July 1978), pp. 573-576.

[11] Farah Pahlavi, "Iran--The Preservation of Our Culture," *Vital Speeches* 44 No. 10 (1 March 1978), pp. 308-311.

[12] Information on these four State Parks was taken from the following publications of the Wisconsin Department of Natural Resources: *Cooper Falls State Park Visitor* (June 2, 1975), *Perrot State Park Visitor* (June 7, 1975) *Potawatomi State Park Visitor* (June 20, 1974) and the *Lake Kegonsa State Park Visitor* (July 9, 1975). The dates in parentheses are the dates the publications were officially received at the Wisconsin State Historical Library.

[13] Wisconsin Legislative Reference Bureau, *The State of Wisconsin Blue Book* (Madison, Wisconsin: 1977), pp. 451-452. The notions of clusters making up the University of Wisconsin System is presented here.

UNIT FIVE

SHARING INFORMATION

INTRODUCTORY STATEMENT

> Because information can change society, and because the amount of information doubles every fifteen years, our culture, if it is to become enriched and improved by its information, needs speakers and writers to digest and assimilate this information and present it with clarity. The development of intelligent informative speakers is necessary to the imporvement of our society, especially in our time.[1]
>
> Otis M. Walter
> Speaking to Inform and Persuade

Professor Walter points out the vital need for useful information--that which has been digested, assimilated, and presented with clarity. In an age of "information explosion" when it is said that "the major product of the last half of the twentieth century is likely to be information--masses of it,"[2] both speakers and listeners may benefit from close study of ways to improve the sharing of information. We are continually creating and being exposed to messages which are informative in the sense that they present ideas, beliefs, values, and behaviors for consideration. These messages take many forms such as songs that describe life styles, television news programs that report the day's events, and governmental messages that explain policies.

Speakers need to be concerned with focusing their topics, selecting their main points, and amplifying their ideas with sufficient clarity to aid listener comprehension. Listeners benefit when they become skilled at comprehending and retaining the amounts and types of information they need. Listeners can learn to recognize the functions being performed by various methods of amplification and thus can take a significant step toward greater understanding. Listeners can also improve their general listening skills and habits to enhance attempts to understand informative messages.

There are several shortcomings in present secondary school speech communication instruction in the techniques and principles of sharing information. Too often rigorous instruction is not provided in the skills of analysis needed for forming subject sentences and main points. This lack of analytical skills also affects attempts to critique speeches after presentation. Students are able to say "I liked it" or "It was O.K." but are unable to provide valuable feedback to their peers because of their own weaknesses in analysis. More attention should also be directed to the many methods of amplification available to the speaker. Students should not proceed on the erroneous assumption that others already understand their meanings and messages. It is just as damaging when students assume that others will never understand them. Students should feel comfortable choosing and employing various methods for clear amplification of their ideas. The student as listener may be especially forgotten when it is assumed listening skills will somehow improve automatically just because people are together in a room where speeches are being given. Writing on current instruction in speech communication, P. Judson Newcombe and Karl F. Robinson have noted the great need "for work to be done in emphasizing the development of effective listening among members of the audience."[3] Students do not necessarily become better listeners unless conscious effort and careful instruction is devoted to the development of listening skills.

The purpose of this unit is to provide both speakers and listeners with ways of improving their ability to process information. The first section focuses on the need to sharpen a clear subject sentence to guide message preparation and listeners' efforts to comprehend the message. The second section presents some important guidelines for selecting and wording main points. The third section presents several methods of amplification that speakers and listeners may use to help them understand a topic, idea, or issue. The fourth section suggests aids for the student as listener trying to develop and improve effective listening skills. Taken together, the four sections should significantly improve the abilities of both speakers and listeners to process information.

As teachers approach this unit, they should be especially mindful of two aspects. The section on the development of main points suggests only five guidelines, but the relative length of this section should not be deceiving. These guidelines are essential tools for building coherent, unified messages. Students need to understand and apply these guidelines if they are to improve their analysis of informative messages. Teachers should also allow sufficient time for the fourth section on listening skills. It is recommended that teachers spend considerable time in exercises at this point to ensure student improvement. Effective listening for information is a foundation for a host of other important skills teachers will want students to master.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR GENERAL GUIDELINES FOR FORMING THE SUBJECT SENTENCE

A. The student will be able to name seven general guidelines for forming the subject sentence of an informative speech.

B. The student will be able to select seven paraphrased general guidelines for forming the subject sentence from a list of responses.

C. Given sample subject sentences, the student will be able to identify the general guidelines violated.

D. Given sample speech fragments, the student will be able to determine what the appropriate subject sentences should be.

E. Given various topics, the student will be able to create subject sentences that meet the seven general guidelines.

II. INSTRUCTIONAL OBJECTIVES FOR GENERAL GUIDELINES FOR FORMING MAIN POINTS

A. The student will be able to name five general guidelines for forming main points.

B. The student will be able to match five general guidelines for forming main points with descriptions of those guidelines.

C. Given sample sets of main points, the student will be able to identify the general guideline that is being violated.

D. The student will be able to analyze sample speech fragments from the viewpoint of the general guidelines for forming main points.

E. Given various topics, the student will be able to construct appropriate main points that meet the five general guidelines.

III. INSTRUCTIONAL OBJECTIVES FOR METHODS OF AMPLIFICATION

A. The student will be able to name ten methods of amplification.

B. The student will be able to match each of ten methods of amplification with descriptions of those methods.

C. Given brief samples of the methods of amplification, the student will be able to identify them by type.

D. Given sample speech fragments, the student will be able to analyze the use of methods of amplification.

E. The student will be able to construct a one- to three-minute speech on an abstract concept using at least five methods of amplification.

IV. INSTRUCTIONAL OBJECTIVES FOR GENERAL GUIDELINES FOR IMPROVING LISTENING SKILLS

A. The student will be able to name nine general guidelines for improving listening skills.

B. The student will be able to select descriptions of nine paraphrased guidelines for improving listening skills from a list of responses.

C. Given brief descriptions of sample situations, the student will be able to identify violations of the general guidelines for improving listening skills.

D. Given orally presented instances of narration, description, and exposition, the student will be able to recall main ideas and important information on a teacher-prepared test.

CONTENT OUTLINE

I. General guidelines may be offered for *forming the subject sentence* of an informative speech. The subject sentence epitomizes the content of the speech. Speakers should formulate subject sentences and use them to test the relevance of materials that may be included in the speech. It is not always necessary to announce subject sentences to an audience.

   A. The subject sentence should contain a *single focal idea*.

   B. The subject sentence should be phrased in *clear, unbiased language*.

   C. The subject sentence should be expressed as a *simple sentence*. Simple sentences are able to unify the many elements of the message without focusing thought on only part of what is being said.

   D. The subject sentence should be a *declarative sentence* which asserts an idea. It should be formed to reveal what the speaker understands and what the audience is being asked to understand.

   E. The subject sentence should be *appropriate to the occasion*.

   F. The subject sentence should be *capable of being adequately explained* within the speaking time limit imposed.

   G. The subject sentence should be *in line with audience interests, knowledge, and attitudes*.

II. *Five general guidelines* may be offered for the formation of main points in an informative speech.

   A. *Main points should relate directly to the subject sentence* and aid in its development.

   B. Main points should be *clearly separable* from each other.

   C. Main points should remain at a *consistent level of importance*.

   D. Main points should be *limited in number* (preferably between two and five) so as to take account of the cognitive capacities of listeners to store information.

   E. Taken together, main points should provide a *comprehensive development* of all important aspects of the subject statement.

III. *Methods of amplification* aid speakers' attempts to explain and listeners' attempts to comprehend ideas. Among the most common methods of amplification used are the following:

   A. *Quotations* help amplify ideas.

      1. A speaker is using a quotation when he/she repeats the exact words of others.

      2. Quotations are most helpful when someone else's words carry more weight, possess greater clarity, or sparkle with more wit than the speaker's.

   B. *Comparisons* help amplify ideas.

      1. Comparisons point out the similarities between objects or ideas.

      2. When comparisons develop similarities between things that are already known or understood and things that are not known or understood, they apply a basic principle of learning--movement from the known to the unknown.

   C. *Contrasts* help amplify ideas.

      1. Contrasts stress differences between objects or ideas.

      2. Amplification through contrast may seem to place ideas or items in conflict and thus enhance interest.

      3. Sometimes speakers combine methods of comparison and contrast to develop an idea.

D. Examples help amplify ideas.

  1. Examples may be brief or extended.

     a. A brief, undeveloped example is useful when time is short and listeners are already more or less familiar with the idea being explained.

     b. Extended examples present ideas in greater detail and often use narrative form. This allows listeners to experience the essence of an idea in a more dramatic and powerful way.

  2. Examples may be factual or hypothetical.

     a. A factual example reports what actually happened.

     b. A hypothetical example, while it must be consistent with known facts and seem probable or likely, remains an imaginary situation created by the speaker.

  3. Examples may be positive or negative.

     a. Positive examples are instances of the point the speaker is trying to clarify.

     b. Negative examples describe instances contrary to the point the speaker is trying to clarify.

E. Audio and visual aids help amplify ideas.

  1. Many types of audio and visual aids exist. For example:

     a. Maps

     b. Graphs

     c. Phonograph records

     d. Movies

     e. Drawings

     f. Slides

     g. Photographs

  2. General suggestions for the use of audio and visual aids may be offered.

     a. All members of the audience should be able to see and/or hear the aid.

     b. The speaker should be very familiar with the operation of the aid so it can be used smoothly and effectively.

     c. Aids should only supplement the verbal presentation. The speaker should remain the primary message sender who controls and directs audience attention.

     d. Aids should be relevant to the primary message so audience members are not distracted from the central idea of the speech.

     e. Aids should be used when needed, then removed so audience members cannot dwell on them when attention is required elsewhere.

F. Statistics help amplify ideas.

  1. Statistics present information in numerical form.

  2. Statistics often need to be translated and personalized if an audience is to grasp the meaning.

  3. Suggestions for making statistics more interesting would include:

     a. Report statistics as they apply to a specific, concrete and immediate situation the audience understands or is concerned about.

b. If exact figures are not needed, it is helpful to round off figures.

c. Distribute the use of statistics throughout the speech rather than present them in what could be an overwhelming mass.

d. Use visual methods to supplement the oral presentation of numerical data.

G. Definitions help amplify ideas.

1. Definitions may take many forms.[5] For example:

a. A term can be defined by naming the subclasses into which it may be divided.

b. A term may be defined by mentioning one or more synonomous terms with which the listener is already familiar.

c. A term may be defined by explaining the historical roots from which it is derived.

2. Formal definitions alone may be stiff and uninteresting, so it is best to supplement definitions with other methods of amplification.

H. Descriptions help amplify ideas.

1. In simple form, a description may be nothing more than a recital of the characteristics of a thing.

2. Historical narrative is a description of events to help illustrate an idea.

3. A vivid description may appeal to the senses and clarify the interrelationships that account for the unique character of a subject.

I. Repetition helps amplify ideas.

1. Repetition can highlight an idea in clear, dramatic fashion.

2. Repetition of an idea allows listeners more than one opportunity to grasp and respond to its significance.

J. Restatement helps amplify an idea.

1. Restatement means that an idea is presented two or more times, but each time in a different and new way.

2. Speakers should use restatement to add emphasis and clarify audience understandings--not as a device to fill time.

IV. Listeners trying to gain maximum benefit from an informative speech may follow some general guidelines for listening.

A. Listeners should be alert to how speakers organize messages to make them more meaningful.

1. The introduction to a speech may contain a direct statement of subject and purpose, essential background information, and an initial partition. These can help the listener prepare to understand the message.

2. The body of the speech may follow patterns of organization and contain transitions to help listeners follow the movement of ideas.

3. The conclusion may pull it all together in an effective summary that reviews the theme and main points of the speech.

B. Listeners should be alert to all delivery cues that may enhance the meaning of the message.

1. Attention to oral delivery such as changes in volume or rate may aid understanding.

2. Attention to physical delivery such as facial expression, gesture, and bodily movement may help the listener assign meaning to the message.

C. Listeners can develop sensitivity to the ways language is used to help comprehend and retain the content of informative speeches.

   1. Listeners can note the aspects of clarity, appropriateness, and dynamism that speakers' language might possess.

   2. Listeners can note speakers' use of figures of speech to add clarity and force to a message.

D. Listeners can take steps to prepare themselves to listen.

   1. Listeners can practice their listening skills by exposing themselves to difficult expository material.

   2. Listeners can prepare questions about speech topics in advance of hearing a speech and then actively listen for the answers to their prepared questions.

   3. Listeners can give serious thought to the issues a speaker might raise before hearing the presentation.

   4. Listeners can prepare to listen by placing themselves within comfortable seeing and hearing range of the speaker.

   5. Listeners can prepare by thinking seriously about how they might benefit from a complete understanding of a specific topic both before and during the presentation.

E. Listeners can learn to control distractions that might interfere with reception of the speech.

   1. External distractions need to be controlled.

   2. Internal distractions need to be controlled.

   3. Listeners can recognize that distractions exist and decide to concentrate on the message in spite of them.

F. Listeners can learn to withhold their final evaluations until the speaker is finished.

   1. Too often listeners make snap judgements based on the personal appearance or delivery of the speaker.

   2. Trained listeners focus on understanding the message before they attempt final evaluation.

G. Listeners can learn to make use of the difference between rate of speaking and rate of listening.

   1. It is estimated that people speak an average of 125 to 150 words per minute while our minds are able to cope with approximately 400 words per minute.[6]

   2. This time difference may be used to identify the developmental techniques, consider the word choices, or consider the amplification methods of the speaker. This should not interfere with the primary goal of grasping the main ideas.

H. Listeners can learn to make use of feedback.

   1. Listeners can signal nonverbally that they require further explanation or a new interpretation of some portion of the message.

   2. Listeners can ask questions of the speaker to clarify difficult points in the message.

I. Listeners can develop notetaking methods to use while listening to an informative speech.[7]

   1. Notes may be of at least three different types: key words, partial outline, or complete outline.

2. Whichever form the notes take, they should be written as clearly and briefly as possible and reviewed at a later time.

LEARNING ACTIVITIES

I. Activities related to general guidelines for subject sentences

A. Teachers will want to be sure that students understand the basic guidelines from the content outline before more challenging activities are introduced. Teachers may ask students working individually or in small groups to:

1. Name seven general guidelines for forming subject sentences. A sample response would be:

   a. Contain a single focal idea

   b. Phrased in clear, unbiased language

   c. A declarative sentence

   d. A simple sentence

   e. Appropriate to the occasion

   f. Consistent with given time limits

   g. In accord with audience interests, knowledge, and attitudes

2. Select seven general guidelines for forming subject sentences from the responses that follow. Students should place a check mark next to the statements that reflect the general guidelines.

   a. ___ Includes a least three ideas

   b. (✓) Appropriate to the total speech setting

   c. (✓) Can be adequately developed given time restrictions

   d. ___ Sure to upset listeners

   e. (✓) Clearly worded

   f. ___ Includes no proper names

   g. (✓) Reflects audience interests

   h. (✓) One central idea

   i. ___ Establishes speaker expertise

   j. (✓) A simple sentence

   k. (✓) Asserts an idea

B. Students should identify the general guidelines violated in the following sample sentences. There is one best answer for each.

1. (Simple sentence) Drunk drivers cause many traffic deaths because they often exceed the speed limit, require increased reaction time, and suffer from blurred vision.

2. (Time restrictions) I'd like to review the history of the Roman Empire in the three minutes I have today.

3. (Appropriate to occasion) As we honor these high school graduates on their commencement day, I'd like to explain how members of the school board will be elected next year.

4. (Audience interests, etc.) Knowing that third graders are always excited about the foreign policy of the United States, I've decided to explain our involvement in the International Monetary Fund.

5. (Single focal idea) Cigarette smoking is harmful to your health and can be an expensive habit.

6. (Assertion) How many of you own your own cars?

7. (Clear, unbiased) Big time crooked politicians often bamboozle country hicks.

C. Students should analyze the following speech fragment from the viewpoint of a properly formed subject sentence. Elizabeth B. Bolton, an assistant Professor at Virginia Polytechnic Institute and State University, delivered the following speech entitled, "Have It Your Way: Mid-Career Women and Their Options." She spoke to the graduating class at Virginia Commonwealth University in Richmond, Virginia on April 13, 1978.[8] Students should:

1. Identify and evaluate the subject sentence if it is expressed.
2. Develop an appropriate subject sentence if it is not expressed.

"Within your course of study you have examined a number of the issues that have had an impact on your life and the lives of many women. You have learned that the socialization process is quite different for young men than it is for young women. You have also been told that women need credentials beyond that of men in order to get jobs in many cases. You have also explored the idea that it is indeed possible to have a career or job and a family as well--that it is not necessary for you to choose one over the other and further that you should not feel guilty for wanting to expand your horizons beyond that of the home. In short, you have examined the choices that are available to women such as yourselves and you have taken the first step toward new directions. What lies ahead for you and how might the path you choose occupationally be made easier for you? That, of course, is a very broad question and cannot be answered with any great degree of specificity for you either individually or collectively. I would like to address that topic, however, from my own experience and from the perspective of having written and read about women and their expectations and the problems we encounter in making a transition from one role to another."

In evaluating student analyses of this sample speech fragment, teachers may wish to consider the following:

1. The closest the speaker comes to expressing a subject sentence is a rhetorical question: "What lies ahead for you and how might the path you choose occupationally be made easier for you?" She later says she wants to address that topic.
2. The rhetorical question may be evaluated as an attention getting method as well as a possible subject statement.
3. Her rhetorical question violates two guidelines for a subject sentence:
   a. It contains two ideas.
   b. It is not a declarative sentence.
4. Although it is difficult to frame a subject sentence when one is not expressed, an appropriate subject sentence for this speech would be: Women preparing to enter the work force should concern themselves with five major issues.

D. Students should form subject sentences on topics of interest to them. The subject sentences formed should comply with all of the suggestions studied. Working in small groups, students may evaluate each other's subject sentences and help each other select the appropriate subject sentence for the informative speech the teacher will assign.

II. Activities related to general guidelines for main points

A. Before more difficult activities are attempted it is best to ensure student understanding of the basic guidelines in the content outline. The teacher may ask students working individually or in small groups to:

1. Name five general guidelines for forming main points. A sample response would be:

   a. Direct relationship to subject sentence

   b. Clearly separable

   c. Consistent levels of importance

   d. Limited in number

   e. Present a comprehensive development of the subject

   (Any order is acceptable.)

2. Match five general guidelines with the descriptions that follow:

a.	(Consistent levels of importance)	The subject is developed by focusing on aspects of equal significance and scope.
b.	(Comprehensive development)	The message is characterized by a sense of completeness because all relevant parts of the subject have been explained.
c.	(Direct relationship to subject statement)	Each main point grows out of and helps to explain the subject statement.
d.	(Limited in number)	Listeners are presented with a reasonable amount of information to remember.
e.	(Separable)	Each main point develops a discrete part of the subject.

B. Students should identify violations of the guidelines for forming main points in each of the following examples:

1. Subject sentence: Cities in Wisconsin may be organized into three main forms of government.[9]

   I. Cities in Wisconsin may be organized into a mayoral form of government.

   II. Cities in Wisconsin may be organized under a managerial form of government.

   III. In 1976 there were eleven cities in Wisconsin operating under the managerial form of government.

   IV. Cities in Wisconsin may be organized under the commission form of government.

   Students should note that two guidelines are violated in this example. Main point III. breaks the consistent level of importance standard. It also breaks the guideline about separability of main points because it is a subpoint of main point II.

2. Subject sentence: Wisconsin has three major urbanized areas.[10]

   I. Madison is a major urbanized area in Wisconsin.

II. Appleton is a major urbanized area in Wisconsin.

III. Green Bay is a major urbanized area in Wisconsin.

Students should note that these main points fail to present a complete development of the subject sentence. Milwaukee would have to be included in any comprehensive treatment of the major urbanized areas in Wisconsin.

3. Subject sentence: The main branches of Wisconsin state government parallel the branches of the federal government.

I. The legislative branch is part of the government of the state of Wisconsin.

II. The executive branch is part of the government of the state of Wisconsin.

III. On May 29, 1848, President Polk signed the bill making Wisconsin a state.

IV. The judicial branch is part of the government of the state of Wisconsin.

Students should note that main point III. violates the guideline that requires a direct relationship between all main points and the subject sentence. Main point III. also violates the guideline about consistent levels of importance or scope.

4. Subject sentence: Over the years several items have gained official status as symbols of the state of Wisconsin.[11]

I. The state flag is a symbol of the state.

II. The coat of arms is a symbol of the state.

III. The great seal is a symbol of the state.

IV. The mourning dove is the state symbol of peace.

V. The Wisconsin state tree is the sugar maple.

VI. The Wisconsin state flower is the wood violet.

VII. The Wisconsin state bird is the robin.

VIII. The Wisconsin state fish is the muskellunge.

IX. The Wisconsin state animal is the badger.

X. The Wisconsin state domestic animal is the dairy cow.

XI. The Wisconsin wildlife animal is the white-tailed deer.

XII. The Wisconsin state mineral is galena.

XIII. The Wisconsin state rock is red granite.

XIV. The Wisconsin state song is "On, Wisconsin."

Students should note that the list of main points is far too long to be remembered by listeners unless some other grouping can be arranged. The list is comprehensive. Students need to think of other ways the symbols could be clustered under fewer main points to aid listener comprehension and retention of the information.

5. Subject statement: Skateboarding is popular throughout the United States.

I. Skate-boarding is popular in the West.

II. Skate-boarding is popular in Los Angeles.

III. Skate-boarding is popular in the South.

IV. Skate-boarding is popular in the East.

V. Skate-boarding is popular in the North.

Students should note that main point II. violates two guidelines. It is not at a consistent level of importance with the other main points because it mentions a particular city while the others refer to parts of the country. It also violates the guideline of separability because it would be classified under the western part of the United States.

C. Students should analyze the following speech fragment from the viewpoint of the general guidelines for forming main points. Students should identify the main points and then evaluate them in the light of the suggested guidelines. Jeffrey R. Holland, Commissioner of the Church Educational System for the Church of Jesus Christ of Latter Saints, delivered this address entitled, "To Serve the Nation: Life Is More Than a Career." He spoke before the Utah Vocational Association on March 11, 1978. His key theme was, "All of our lives are enhanced and our nation is best served when each individual is lead to the broadest possible opportunity for meaningful service."[12]

"Against this backdrop of service and fulfillment, let me suggest just three principles I would hope every educator would teach. These are, I think, three which you are particularly prepared and able to teach in vocational and technical programs.... While you develop their skills and provide technical, vocational training for these children--mine and yours--I invite you to teach them at least three values that will be important to them and this nation whatever their personal career choices may be. Please teach them the need for and the great value in hard, productive, faithfully pursued work. No mortal force has been more powerful in our personal and collective progress than clean, clear-cut, honest effort. Work. Industry. Perspiration.... The second principle which I would hope you would teach my children--and it is closely related to the first--is a sense of appropriate pride and self-esteem in the work they do and the career choices they make. I think it fair to say that technical, vocational skills have not always been held in the kind of esteem that honest labor well performed deserves. As a nation we may have consciously or unconsciously held back our commendation for the work done inside a blue collar or a pair of rubber boots or a domestic apron.... The third and concluding principle I hope you will teach my children, and it stems from the first two, is that finally life is more than a career, more than a vocation, whatever that choice may be and however fulfilling it should become. Whether secretary or scientist, mechanic or musician, farmer or physiologist--those employments are not all there is to mortal experience. We owe it to our students to teach not only the breadth within careers but the immensely full and rewarding life outside of careers.

In evaluating student analyses of this speech fragment teachers may wish to consider the following:

1. The three main points of this section could be identified as:
    a. The need for the value in hard, productive, faithfully pursued work should be taught.
    b. A sense of appropriate pride and self-esteem in the work one does should be taught.
    c. The idea that life is more than a career should be taught.

2. The speaker's main points follow the guidelines. Specifically:
    a. Each of the three main points relates directly to the speaker's central idea or subject sentence.
    b. The main points are clearly separable.
    c. The main points remain at consistent levels of importance.
    d. They are limited to three in number.
    e. They provide a sense of completeness in their development of the theme.
3. Students may note that the phrasing of the main points is not as crisp as it might be. The speaker probably uses more words than he needs to convey his main ideas.

D. Students should form appropriate main points that develop subjects of interest to them. Working in small groups, students should choose topics and form appropriate main points in line with the guidelines studied. General topics might include: extracurricular activities, academic requirements, school policies, professional sports, local issues, marriage, etc.

III. Activities related to methods of amplification

A. Before students are asked to engage in more challenging activities, their grasp of the basic concepts in the content outline should be ensured. Teachers may ask students working individually or in groups to:

1. Name ten methods of amplification. A sample response would be:
    a. Quotations
    b. Comparison
    c. Contrast
    d. Example
    e. Audio-visual aids
    f. Statistics
    g. Definitions
    h. Descriptions
    i. Repetition
    j. Restatement

    (Any order is acceptable.)

2. Match ten methods of amplification with the descriptions that follow.

a.	(Example)	May be brief or extended, factual or hypothetical, and positive or negative
b.	(Description)	May vividly appeal to the senses in detailing the characteristics of a setting or relating a series of events
c.	(Restatement)	Presenting the same idea in a new way
d.	(Quotation)	Used because someone else said it better
e.	(Contrast)	Differences are highlighted
f.	(Definition)	Methods include tracing the derivation of the current meaning of a term
g.	(Repetition)	To state an idea more than once in the exact same way

h. (Audio-visual aids) The speaker remains the primary message sender while these supplement the speech

i. (Statistics) Information in numerical form requiring further interpretation and analysis

j. (Comparison) Points out similarities between known and unknown

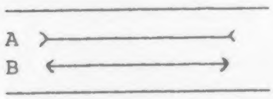
B. Students should identify each of the following sample methods of amplification by type.

1. (Repetition) We must win this game. The conference championship can be ours. I repeat--we must win this game!

2. (Statistics) According to a recent Gallop Youth Survey, 44% of American teenagers believe they spend too much time watching television.

3. (Quotation) The power of false rumor can be great, as Mark Twain remarked, "One of the most striking differences between a cat and a lie is that a cat has only nine lives."

4. (Visual aid) Perceptual allusions are interesting. When shown these two lines of equal length, many people say that line A is longer than line B.



5. (Example) Representative outstanding military leaders during the U.S. Civil War would include General Robert E. Lee, General Ulysses S. Grant, and General William Tecumseh Sherman.

6. (Comparison) The city he moved to in Iowa has aspects in common with Eau Claire. Both cities are located on rivers and both have attractive university campuses.

7. (Restatement) We aren't willing to try again. Your plan was a complete failure. In other words, the result was total disaster, and we are finished.

8. (Definition) The term equestrian, which relates to horsemanship, is derived from the Latin "equus", which means horse.

9. (Contrast) There are several differences between the student populations of UW--Milwaukee and UW--Madison. UW--Milwaukee has more part-time students, fewer students from outside Wisconsin, and a slightly older student population than does UW--Madison.

10. (Description) The ammonia started to sting our eyes before the strong odors of other antiseptics affected our ability to breathe. After tumbling down dark, crowded corridors, we finally reached

the source of the piercing cry that had awakened us.

C. Students should analyze the sample speech fragment that follows to identify the methods of amplification used in each paragraph. (The paragraphs are numbered for student convenience.) John W. Hanley, Chairman and President of Monsanto Company, delivered this speech entitled, "What We Don't Know Can Hurt Us." He spoke to the City Club in Cleveland, Ohio on April 14, 1978.[13]

1. "Perhaps the classic case of irrational, unthinking fear occurred one fall evening just 40 years ago this year. Hundreds of thousands of Americans were seized with panic when they heard a radio announcer intone: "Ladies and gentlemen, incredible as it may seem, both the observations of science...and the evidence of our eyes lead to the inescapable conclusion...that the strange beings who landed in the Jersey farmlands tonight are the vanguard of an invading army from the planet Mars!"

2. "Remember that night? An estimated six million people had tuned their radios to Orson Welles' popular Mercury Theatre. Later studies showed that some one million people believed that the dramatization was actually a real, live encounter with invading Martians....

3. "Incredible, isn't it, that so many people could be so gullible? Yet, there are many worrisome similarities between those earlier cycles of fear and the wave of "chemophobia" that today sweeps back and forth across the country--from proposed bans of such long-standing products as saccharin, to wholesale accusations that our entire food cycle is in danger.

4. "As we examine the modern-day components of fear, we encounter the loudly proclaimed accusation. "Nearly 90 percent of all cancers are environmentally caused," cry the alarmists. Drowned out in the commotion over this statistic is the fact that "environmentally caused" refers to all causes not related to heredity--with smoking and diet accounting for the overwhelming bulk of the cases."

5. "Study after study has confirmed that less than five percent of all cancers result from workplace exposure. Of course, even that percentage is unacceptable...but it is important to keep that statistic in its proper perspective...and it's equally important to try to help the American people understand the appropriate perspective of the observation that "90 percent of cancers are environmentally caused."

In evaluating student analyses of the sample speech fragment, teachers may wish to consider the following:

1. Paragraph one presents a "classic case" or extended factual example of what the speaker calls "irrational, unthinking fear."

2. Paragraph one also contains a direct quotation from the original radio broadcast as the speaker details his example.

3. Paragraph three highlights the speaker's desire to draw a comparison between "earlier cycles of fear" and the current wave of "chemophobia."

4. Paragraph three provides brief examples of what the speaker has called "chemophobia"--proposed bans on saccharin and wholesale accusations that the entire food cycle is in danger.

5. Paragraph four contains a commonly heard statistic--"nearly 90 percent of all cancer is environmentally caused."

6. Paragraph four provides a definition for "environmentally caused"--all causes not related to heredity. The speaker specifically states that this definition is not commonly understood.

7. Paragraph five makes use of statistics and stresses the importance of a proper perspective for interpretation.

D. Students should prepare a one- to three-minute speech on an abstract concept using at least five methods of amplification. Any abstract terms of interest to the student may be used. Examples include: love, fear, hate, honor, justice, freedom, and responsibility.

IV. Learning activities for general guidelines to improve listening skills

A. Before students move on to more challenging activities, it is important that they understand the basic ideas from the content outline. The teacher may ask students working individually or in groups to:

1. Name nine general guidelines for improving listening skills. A sample response would be:
    a. Be alert for aids to understanding in the organization of the message.
    b. Be alert for aids to understanding in the delivery of the message.
    c. Be alert for aids to understanding in the language of the message.
    d. Prepare yourself to listen.
    e. Control distractions.
    f. Withhold final evaluations until comprehension is ensured.
    g. Use feedback.
    h. Develop notetaking skills.

2. Select from the following list of responses those that reflect seven general guidelines to improving listening skills. Place a check mark next to the guidelines.

a. (✓) Be sure you fully understand a message before attempting to evaluate it.

b. (✓) Jot down some of the speaker's ideas for later review and reference.

c. ___ Visit with others seated near you.

d. (✓) Utilize the fact that you can "listen" faster than speakers can talk.

e. ___ Concentrate on the speaker's personal appearance.

f. (✓) Recognize the importance of vocal and physical delivery in imparting meaning to a speech.

g. (✓) Get ready to listen by thinking about the issues likely to be raised and finding a good place from which to see and hear the speech.

h. (✓) Use chances to respond to the speaker with questions if any points are unclear.

i. ___ Plan your activities for the coming week.

j. ___ Always pretend you understand.

k. (✓) Be aware of how the organization of the speech may aid understanding.

l. (✓) Decide to concentrate on the speech rather than surrender to possible sources of interference.

m. (✓) Be aware of the way language is being used in the speech--possible figures of speech, etc.

B. Students should identify which of the general guidelines for improving listening skills are being violated in the following examples. Students should assume that the speaker clearly demonstrated the characteristics mentioned so that the majority of listeners understood the message.

1. (Preparation) The student did not read last night's assignment, so everything the teacher is saying about the chapter sounds totally foreign to him.

2. (Feedback) The speaker just asked for responses from the audience, but Nick does not want to look dumb by asking a question.

3. (Delivery) The listener missed the speaker's broad grin and shrugged shoulders that told other members of the audience how to interpret the last statement.

4. (Note-taking) Joan cannot read the notes she scribbled down when the guest speaker from the F.B.I. visited the school.

5. (Evaluation) The speaker said she does not favor the idea of high school students owning their own cars so Sam has shut her out.

6. (Organization) Louise missed the speaker's clear statement of purpose and initial partition.

7. (Language) Mike did not realize the speaker was using parallelism to set up the main points of the speech.

8. (Distractions) The teacher is thinking about her meeting with the principal after class rather than listening to the students' panel discussion.

9. (Speech/listening difference) Mrs. Latson has a slow rate of delivery, so Betsy is using her extra thinking time to daydream about a trip to Colorado.

C. Students should analyze oral presentations of narrative, descriptive, and expository discourse. The opportunity can be provided through the following stages:

1. Teachers should work closely with selected students in the development of three types of informative speeches:

   a. Those that tell a story or recount an event

   b. Those that provide a description

   c. Those that offer an explanation

2. Student speakers should use the extemporaneous method of delivery. Outlines should be collected before the presentation.

3. The teacher and student speakers should determine the information they want listeners to retain at the conclusion of the speeches.

4. Teachers should prepare a test at recall and comprehension levels over the information to be presented in the speeches.

5. After hearing the subject sentences, student listeners should gather in small groups to discuss their expectations for the messages they will be hearing.

6. Students should take notes during the speeches. Notes should be saved for the discussion that will follow completion of the test.

7. The teacher should create some distractions during the speeches so students are required to concentrate on the informative messages. (For example, another teacher or student may come in to talk, disturbing music may be played, a film may be shown in the next room.)

8. Students should take the teacher-prepared test on the main points and important information in the speeches.

9. Working in small groups, students should discuss their test results, their notes, and their listening behavior during the speeches.

V. Activities for the conclusion of the unit on informative discourse

   A. Students should analyze a complete informative speech from the perspective offered in this unit and the preceeding unit on organization. The teacher has a variety of ways to secure an acceptable informative speech for student analysis. For example, recent issues of Vital Speeches, volumes of collected speeches with commentary like Contemporary American Speeches, copies of student work from previous semesters, and students currently involved in a forensic program may offer excellent examples for analysis.

   B. Students should present four- to six minute speeches using the skills and meeting the guidelines presented in this and earlier units.

      1. Specific criteria from this unit would focus attention on:

         a. Formation of a proper subject sentence

         b. Proper selection of main points

         c. Variety in effective use of methods of amplification

         d. Demonstration of effective listening skills

      2. Specific criteria from earlier chapters would focus attention on:

         a. Delivery

            1.) Factors in the public speaking setting

            2.) Vocal delivery

            3.) Physical delivery

         b. Language Qualities

            1.) Appropriateness

            2.) Clarity

            3.) Dynamism

         c. Organization

            1.) Patterns of organization

            2.) Introductions

            3.) Conclusions

            4.) Outlining

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask students to:

   A. List seven general guidelines for forming subject sentences

B. Select seven paraphrased general guidelines for forming subject sentences from a list of responses

C. List five general guidelines for forming main points

D. Explain (in his/her own words) five general guidelines for forming main points

E. List ten methods of amplification

F. Define (in his/her own words) ten methods of amplification

G. List nine general guidelines for improving listening skills

H. Select nine paraphrased general guidelines for improving listening skills from a list of responses

II. Some of the work prepared in the learning activities may be evaluated.

For example:

A. Collect and score student identifications of the violated guidelines for forming subject sentences

B. Evaluate student analyses of speech fragments from the viewpoint of appropriate subject sentences

C. Evaluate subject sentences created by students

D. Collect and score student identifications of violations for forming main points

E. Evaluate student analyses of speech fragments from the viewpoint of appropriate main points

F. Evaluate main points created by students

G. Collect and score student identifications of methods of amplification

H. Evaluate student analyses of methods of amplification in speech fragments

I. Evaluate student speeches amplifying an abstract concept

J. Collect and score student identifications of violations of the general guidelines for listening

K. Evaluate student analyses of sample narrative, descriptive, and expository speeches

III. The learning activities that come at the conclusion of this unit require students to operate at higher levels of analysis and synthesis using the content of the unit. Teachers may want to assign additional weight to the following learning activities when determining students' grades for the unit:

A. Analysis of a complete informative speech from perspectives offered in this unit and earlier units

B. A four- to six-minute speech demonstrating conpetence in the skills of this unit and earlier units

SELECTED UNIT REFERENCES

Barker, Larry L. Listening Behavior. (Englewood Cliffs, New Jersey: Prentice-Hall, 1971).

This book will provide useful suggestions and exercises for those who wish to study listening skills in greater depth.

Hart, Roderick, P., Gustav W. Friedrich, and William D. Brooks. Public Communication. (New York: Harper and Row, 1975).

Chapter Seven on "Reducing the Complexity of Information" provides a useful overview for many of the steps involved in sharing information.

McBurney, James H. and Ernest Wrage. Guide to Good Speech. 4th ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1975).

Chapter Thirteen on "Developing Ideas" offers some suggestions for the use of the various methods of amplification.

Nichols, Ralph G. and Leonard A. Stevens. Are You Listening? (New York: McGraw-Hill, 1957).

This remains one of the best sources for people trying to improve their listening skills.

Reid, Loren. Speaking Well. 3d ed. (New York: McGraw-Hill, 1977).

Chapter Seven on "Listening Well" offers useful suggestions. Section Five also offers help on topics for and the use of narrative and expository strategies.

Rodman, George. Public Speaking: An Introduction to Message Preparation. (New York: Holt, Rinehart and Winston, 1978).

Chapter Three on "Critical Listening" and Chapter Four on "Focus" provide suggestions for improving informative speaking and listening.

Weaver, Carl H. Human Listening: Processes and Behavior. (New York: Bobbs-Merrill, 1972).

Chapter Four on "What the listener can do to improve" and Chapter Five on "What the talker can do to help" provide helpful tips for those who are serious about improving their listening skills.

FOOTNOTES

[1] Otis M. Walter, Speaking to Inform and Persuade (New York: Macmillan, 1966), p. 4.

[2] Charles U. Larson, Persuasion: Reception and Responsibility (Belmont, California: Wadsworth, 1973), p. 3.

[3] P. Judson Newcombe and Karl F. Robinson, Teaching Speech Communication (New York: David McKay, 1975), p. 221.

[4] Roderick, P. Hart, Gustav W. Friedrich, and William D. Brooks, Public Communication (New York: Harper and Row, 1975), p. 188.

[5] Douglas Ehninger, Influence, Belief, and Argument (Glenview, Illinois: Scott, Foresman and Company, 1974), pp. 40-44.

[6] Larry A. Samovar and Jack Mills, Oral Communication: Message and Response (Dubuque, Iowa: Wm. C. Brown, 1976), p. 61.

[7] Larry L. Barker, *Listening Behavior* (Englewood Cliffs, New Jersey: Prentice-Hall, 1971), pp. 79-81.

[8] Elizabeth B. Bolton, "Have It Your Way: Mid-Career Women and Their Options," *Vital Speeches* 44 No. 18 (1 July 1978), pp. 571-573.

[9] Wisconsin Legislative Reference Bureau, *The State of Wisconsin Blue Book* (Madison, Wisconsin: 1977), p. 732.

[10] Ibid., p. 741.

[11] Ibid., pp. 948-950.

[12] Jeffrey R. Holland, "To Serve the Nation: Life Is More Than A Career," *Vital Speeches* 44 No. 17 (15 June 1978), pp. 533-536.

[13] John W. Hanley, "What We Don't Know Can Hurt Us," *Vital Speeches* 44 No. 17 (15 June 1978), pp. 536-539.

UNIT SIX

SPEAKING TO INFLUENCE

INTRODUCTORY STATEMENT

> It is clear the roles of persuader and persuadee are not mutually exclusive, and becoming a critical and aware persuadee does not preclude becoming a successful persuader - in fact, it ought to encourage it.... The student of persuasion in an information age ought to observe himself being persuaded and ought to try to discover means of applying this self-analysis to the 'real world' and the marketplace of ideas.[1]
>
> Charles U. Larson
> Persuasion: Reception and Responsibility

Professor Larson's comment on the twin roles of persuader and persuadee highlights how students may benefit from studying persuasion both as speakers and listeners. Students as speakers should give serious study to the ways in which they can win assent to claims in order to enlist the cooperation and support of others. This is a basic speech skill in a highly interdependent society. At the same time, responding to persuasion as a listener remains one of the major methods of making decisions for each of us. The critical persuadee realizes that he or she will necessarily be persuaded--his or her concern is deciding how to be persuaded wisely. In our society there simply is no reasonable way for an individual to avoid both making persuasive attempts to influence others and responding to the persuasive efforts of others. The persuasive skills studied must then address students in their combined roles of ethical persuader and aware, critical persuadee.

Two difficulties become apparent when one looks at current instruction in persuasion in the secondary school speech classroom. The first problem is a bias in favor of the persuader. The skills needed by the would-be persuader are the primary focus of instruction; training for the "consumer" of persuasion is slighted. As Gary Cronkhite expressed it, we have tended to "devote our efforts almost exclusively to improving the offensive arsenal of the persuader and have so little to say about the means by which the listener can defend himself against such weapons."[2] A great deal of time is spent presenting persuasive messages, but little time is spent critically evaluating them from a receiver's point of view. The second problem is that some basic skills that would help right the imbalance are often not given concentrated study in the public speaking course. Consideration of such things as tests appropriate to various forms of evidence and reasoning may be reserved for advanced courses in argumentation and debate. These skills are too important to be placed in courses that may appeal only to intellectually gifted students. The skills of a critical persuadee need to be given due consideration in the basic public speaking course as well.

This unit is designed to develop the skills of students in the sending and receiving of messages designed to influence others. The first section presents guidelines for forming persuasive propositions. This section should aid students in focusing their thinking upon the specific purposes of persuasive messages. The second section deals with the difficult steps of analysis involved in determining the proper contentions to advance in support of a proposition. This section will help students understand the nature of persuasive discourse. The third section concentrates on important tests to apply to types of evidence. Students will learn how to evaluate the evidence used to support contentions. The fourth section concerns the dimensions of source credibility. Students will gain greater awareness of aspects of a speaker's character and personality that may influence attempts at persuasion. The fifth section explores the interesting area of motivational appeals. Students will think about needs and desires within themselves that may provide persuaders with opportunities for influence. The sixth section presents some factors that the critical listener should be aware of in persuasive messages. The sections of this unit provide many valuable perspectives through which students can gain greater awareness and more complete understanding of the many forces that operate when messages are designed to influence receivers.

Teachers may wish to consider the following two special suggestions when dealing with the content of this unit. The first suggestion relates to student ability to analyze persuasive propositions and the proof requirements of particular audiences. It is recommended that students work together in small groups analyzing each other's propositions, determining the contentions that will have to be advanced, and evaluating the quality of evidence using appropriate tests. When small group interaction is used to analyze issues of this kind, important concerns are expressed and worthwhile discussion often results.

The second suggestion for working with this unit relates to the factors of critical listening. It is recommended that teachers prepare students to be critical listeners by spending ample time analyzing sample written speeches. These samples should be mastered before students attempt to critique each other's classroom presentations. Critical listening skills are not easy to develop. Consequently, teachers may want to devote considerable time to exercises especially designed to foster skills related to the critical analysis of persuasive messages.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR GENERAL GUIDELINES FOR FORMING A PROPOSITION

A. The student will be able to name three general guidelines for forming the proposition of a persuasive speech.

B. The student will be able to select three paraphrased general guidelines for forming propositions from a list of responses.

C. Given sample propositions, the student will be able to identify the general guidelines violated.

D. Given sample speech fragments, the student will be able to determine what the appropriate propositions would be.

E. Given various topics, the student will be able to create propositions that meet the three general guidelines.

II. INSTRUCTIONAL OBJECTIVES FOR GENERAL STEPS FOR DETERMINING CONTENTIONS

A. The student will be able to identify three general steps for determining contentions to advance in support of persuasive propositions.

B. The student will be able to select three paraphrased general steps for determining contentions from a list of responses.

C. Given sample situations involving speakers, topics, and audiences which omit steps for determining contentions, the student will be able to identify which of the steps has been omitted.

D. Given sample speech fragments with descriptions of the situations, the student will be able to analyze the speech fragments in the light of the guidelines for determining contentions.

E. Given various persuasive propositions and speech situations, the student will be able to create contentions that meet the general guidelines.

III. INSTRUCTIONAL OBJECTIVES FOR SUPPORTING CONTENTIONS WITH EVIDENCE

A. The student will be able to name three tests of specific instances, three tests of testimony, and four tests of statistics.

B. The student will be able to match labels of evidential tests with descriptions of the tests.

C. Given sample mini-arguments, the student will be able to identify violations of evidential tests by type.

D. Given a sample speech fragment, the student will be able to analyze the use of evidence in the fragment.

E. The student will be able to construct a one- to two-minute speech on a proposition of his or her choice, properly utilizing all three kinds of evidence.

IV. INSTRUCTIONAL OBJECTIVES FOR DIMENSIONS OF SOURCE CREDIBILITY

A. The student will be able to name four dimensions of source credibility.

B. The student will be able to match dimensions of source credibility with descriptions of those dimensions.

C. The student will be able to identify dimensions of source credibility used in sample sentences.

D. Given sample speech fragments, the student will be able to analyze the use of dimensions of source credibility.

E. The student will be able to create speech introductions utilizing at least two dimensions of source credibility.

V. INSTRUCTIONAL OBJECTIVES FOR MOTIVATIONAL APPEALS

A. The student will be able to name two classes of motivational appeals.

B. The student will be able to match two classes of motivational appeals with descriptions of those classes.

C. Given brief descriptions of motivational appeals, the student will be able to identify the class to which the appeal belongs.

D. Given sample persuasive messages, the student will be able to analyze the use of motivational appeals.

E. The student will be able to construct a one- to three-minute speech utilizing both personal and public interest appeals.

VI. INSTRUCTIONAL OBJECTIVES FOR CRITICAL LISTENING SKILLS

A. The student will be able to identify the following factors that are important to a critical listener: two uses of emotional appeals, three attention diverting strategies, and appropriate tests for five common forms of reasoning.

B. The student will be able to match labels of critical listening factors with descriptions of those factors.

C. Given sample sentences, the student will be able to identify the critical listening factor that should be applied.

D. Given a sample hypothetical speech fragment, the student will be able to analyze the fragment in the light of critical listening factors.

CONTENT OUTLINE

I. Persuasive speeches are constructed around a central purpose the speaker wants to achieve. A proposition is a simple declarative sentence that identifies the central idea and the major goal of a persuasive speech. Three guidelines may be offered for forming persuasive propositions.

A. The first guideline requires that the proposition be perceived by the listener as controversial.

1. Persuasive propositions are perceived as making challengeable claims on listeners' beliefs, attitudes, and/or actions. Listeners are being asked to accept or reject a disputable claim. When evaluating propositions, listeners are doing more than trying to understand the idea advanced.

2. Persuasive propositions do not commonly center around matters which can be resolved by direct observation, conducting an experiment, or referring to an appropriate source of printed information. If there is total agreement that reliable means of verification are possible, propositions need not be argued.

3. Propositions do more than present accepted "facts" for listeners. Statements requiring no further justification will be "facts" as understood by particular audiences. Propositions differ from "facts" in that they require supporting proof before they will be accepted by listeners.

B. The second guideline requires that the proposition identify, in a specific way, what is to be believed or what action is to be taken.

1. The following propositions are too vague to meet the guideline:

    a. Something should be done to improve lunches in the high school cafeteria.

    b. High school students are given too much freedom.

  2. The propositions above may be focused to meet the guideline:

    a. A full-time professional nutritionist should be hired for the high school cafeteria.

    b. A minimum of three communication credits, three science credits, and three math credits should be required of all students before graduation from high school.

C. The third guideline requires a proposition to meet all of the standards for forming a subject sentence in an informative speech. Those standards are:

  1. The proposition should contain a single focal idea.

  2. The proposition should be phrased in clear, unbiased language.

  3. The proposition should be expressed as a simple sentence.

  4. The proposition should be a declarative sentence.

  5. The proposition should be appropriate to the occasion.

  6. The proposition should be capable of being adequately supported within the speaking time limit imposed.

  7. The proposition should reflect consideration of audience interest, knowledge, and attitudes.

II. It is important to proceed systematically when determining the major contentions to advance in support of a persuasive proposition.[3] By way of introduction to the task of selecting contentions, students should review suggestions for forming the main points of an informative speech. In large measure those suggestions apply here as well. When focusing more particularly on persuasive discourse, three steps may be followed when determining the contentions to advance.

A. Determine what is being attributed to the subject term of the proposition. For example, consider these propositions:

  1. There is life on Mars.

    a. Subject term: Mars

    b. Quality attributed: life

  2. This year's Senior Class production was the best play our high school has ever done.

    a. Subject term: senior class play

    b. Quality attributed: "best"

  3. Our high school should start a gymnastics team.

    a. Subject term: gymnastics team

    b. Quality attributed: desirability--desirable consequences will follow if we have a gymnastics team[4]

B. Determine the measures, standards, or criteria members of an audience will use when deciding whether or not to attribute the quality in question to the subject term of the proposition. Consider parallel examples from 'A' above.

  1. By what standards will your audience decide whether or not there is life on Mars? Possibilities would include:

    a. An audience may want to know about conditions on Mars that could support life.

    b. An audience may want testimony from qualified experts that such a thing is possible.

c. An audience may want to see photographs taken of Mars by satellites or space missions.

2. By what standards or criteria will your audience judge the quality of a senior class play? Possibilities would include:

   a. The number of students who participated might be important.

   b. The number of people who attended the performance might be important.

   c. The opinions of involved students and supervisors might be important.

   d. Comparisons with particular earlier productions might be important.

   e. The talent of the actors might be important.

   f. The quality of the costumes might be important.

   g. The quality of the set design might be important.

3. By what standards or criteria will your audience judge the desirability of having a gymnastics team? Possibilities would include:

   a. The number of students who have expressed an interest and willingness to participate might be important.

   b. The availability of space might be important.

   c. The availability of a trained coach to work with the team might be important.

   d. The costs of setting up and sustaining the program might be important.

   e. Consideration of other ways through which interested students could learn gymnastics might be important.

C. Determine the relative importance of the various criteria in the minds of your audience. Select and shape the contentions you present based on the most salient criteria for your audience and any time restrictions.

   1. Consider which criteria are going to be most important to your audience as they decide to accept or reject your proposition about life on Mars.

   2. Consider which criteria are going to be most important to your audience as they decide to accept or reject your proposition about the senior class play.

   3. Consider which criteria are going to be most important to your audience as they decide to accept or reject your proposition about the gymnastics team.

III. The principal forms of evidence used in persuasive speaking are specific instances, testimony, and statistics. Appropriate tests need to be applied to each of these types of evidence whenever they are used to support a contention or argument. Speakers and listeners should be reminded that many of the methods of amplification useful for sharing information may also serve persuasive functions.

   A. In using specific instances to support an argument, the speaker attempts to prove a more general conclusion by citing specific examples, instances, or illustrations. Appropriate tests of specific instances include:

      1. Listeners and speakers should be concerned about the number of specific instances which may be cited in support of a general conclusion. There is no hard and fast rule about what consitutes a "sufficient" number, but communicators need to be wary of sweeping generalizations that make unqualified claims about "all" or "every" based on a limited number of specific instances.

2. Listeners and speakers need to decide if the specific instances that may be cited are truly typical. Instances should be fairly chosen from the larger class they are purported to represent. Specific instances cited should not be the exceptions or the unusual.

3. Listeners and speakers need to determine if it is possible to account for any instances which might be contrary to the argument or opposite to those used. A general conclusion is not well supported if significant, unaccounted for exceptions exist.

B. In using testimony, the speaker attempts to rely on the exact words of some authority or witness to support an argument. The strength of an individual's testimony may rest on learning and intelligence, honesty and integrity, or specialized knowledge from personal investigation or observation. Appropriate tests of testimony include:

1. Listeners and speakers need to ask if the source of the testimony has had the opportunity to observe and study the situations, conditions, or events being reported.

    a. It is preferable if the source of the testimony actually witnessed the actions, events, or conditions reported rather than inferred them from other actions, events, or conditions. But sources of testimony may be competent if they can draw on accurate, relevant, and reliable information when making their judgment.

    b. It is preferable if the source of the testimony had the opportunity to observe and study the reported events over a rather extended period of time, rather than basing his claim on a single, limited observation.

2. Listeners and speakers need to be concerned that the source of the testimony is reasonably unbiased. A source may be said to be biased when self-interest or preconceived attitudes limit ability to render an objective opinion.

3. Listeners and speakers need to ask if the source of the testimony is a competent authority in the area under discussion. Expertise is not transferable from one field to another.

C. In using statistics to support an argument, a speaker relies on numerical data to point out increases or decreases, to emphasize largeness or smallness, or to show how phenomena are correlated. Communicators are reminded that statistics often need to be interpreted and personalized to have maximum impact in a presentation. Appropriate tests of statistics include:

1. Listeners and speakers need to know if statistics come from a reliable source. Special knowledge and training is required of those who complete the complicated tasks of gathering, analyzing, and reporting statistics. Only reliable sources will present an accurate picture of a given situation through statistics.

2. Listeners and speakers need to ask if the statistics were collected at the proper time and cover a sufficiently long period of time.

    a. The season of the year, the day of the week, and the time of day when statistics are collected can make a significant difference in interpretation.

    b. The period of time over which statistics are collected must be long enough to ensure that temporary fluctuations are not interpreted as trends. Short and long range effects also are not to be confused.

3. Listeners and speakers need to ask if enough statistical data is presented to support the contention being advanced. This test corresponds to the "sufficiency" test of specific instances--are the statistics based on a large enough sample?

4. Listeners and speakers need to ask if the statistics presented are representative. This test corresponds to the test of specific instances which asks if the instances cited are typical.

IV. The audience's perceptions of a speaker can be one of the most powerful influences leading the audience to accept or reject the attitude, belief, and/or action the speaker proposes. Four key dimensions of source credibility may be studied to gain a better understanding of the ways perceptions of the speaker affect attempts at persuasion. It should be remembered that source credibility is situational: factors relating to the particular source, occasion, audience, purpose, etc., will determine the degree to which any of the four dimensions is especially relevant at any given time.[7]

A. The speaker's perceived competence is a dimension of source credibility. It is important for the speaker to be perceived as one who has qualifications to speak on the topic. Methods which may be used to enhance perceived competence include:

1. A speaker may demonstrate that he or she is qualified through special study and/or experience to speak on the topic. Strong personal interest in and involvement with the topic are also ways of demonstrating competence.

2. The speaker may take care to present a well-organized speech which the audience can follow. A disorganized speech usually reflects negatively on a speaker's intelligence and ability.

3. A speaker may demonstrate familiarity with authorities in the field being discussed. Using the testimony of those persons the audience will recognize as experts may increase a speaker's credibility.

4. A speaker may demonstrate competence by associating him or herself with other highly credible individuals. Sometimes speakers are introduced by highly credible individuals. Sometimes speakers directly remind the audience of associations with admired people.

B. The speaker's perceived similarity to an audience is a dimension of source credibility. It is helpful if a speaker can identify common ground with the audience and be perceived to resemble the audience in significant ways. Methods which may be used to enhance perceived similarity would include:

1. Aspects of a speaker's nonverbal behavior may be important. Clothing, grooming, posture, gesture, bodily movement, amount and direction of eye contact, interpersonal distance, body orientation, etc. may all provide cues by which the audience will perceive the speaker as similar or dissimilar to themselves.

2. A speaker may openly announce agreement with the concerns and position of the audience on particular issues and points.

3. A speaker may clearly separate his or her position from an, idea, position, group, or institution which the audience opposes or holds in low esteem. In this way the speaker is perceived as similar to the audience by being disassociated from ideas the audience opposes.

C. The speaker's perceived moral character is a dimension of source credibility. It is important for the speaker to be perceived as one who has desirable personal qualities. Qualities that are seen as desirable will vary from audience to audience, but one might expect listeners to honor such qualities as sincerity, trustworthiness, dynamism, and a sense of humor--especially when it comes at the speaker's expense. Methods which may be used to enhance perceived moral character would include:

1. The speaker may demonstrate personal behavioral commitments to the position being advocated. Audiences tend to believe more readily those who have actually done something in line with the belief, attitude, and/or action being proposed.

2. The speaker may demonstrate the ability to understand and reason cogently about more than one side of an issue. "Fair-minded" individuals able to consider alternative points of view are often perceived as having high credibility.

3. Speakers may seek to demonstrate that they embody important audience aspirations. Speakers should demonstrate that they possess qualities an audience can "look up to." These may be qualities the audience admires, but has not yet attained.

D. The speaker's good will toward the audience is a dimension of source credibility. It is important that the speaker be perceived as having the audience's best interests in mind. Methods that may be used to enhance perceived good will include:

1. A speaker may share genuine expressions of affection, interest, and respect for the purposes, goals, and achievements of the audience.

2. A speaker may demonstrate how the audience will benefit through acceptance of the proposal. The speaker can detail the rewards or favorable consequences to be expected.

V. A speaker may enlist motivational appeals to support arguments. Often these appeals will be presented in combinations or clusters. There are two major classes of motivational appeals.[8]

A. A speaker may use personal interest appeals to focus on individuals as individuals with their sometimes private needs and desires. The following six concerns are frequently used appeals to personal interest.

1. An appeal to self-preservation may lend support to an argument.

a. The appeal to self-preservation relates to human physiological needs: basic bodily "tissue" requirements such as food, drink, air, sleep, etc.

b. The appeal to self-preservation also relates to safety and security needs: protection from physical and financial harm or injury; need for structure, orderliness, law and predictability in one's environment; freedom from fear and chaos.

2. An appeal to sexual attraction may lend support to an argument.

a. With most people, demonstrating that with acceptance of the proposal they will become more attractive to members of the opposite sex can be a powerful means of support.

b. It is recommended that public speakers exercise some care in using this appeal. It is especially important that it be presented tastefully and objectively.

3. An appeal to acquisition and saving may lend support to an argument.

   a. The most obvious use of this appeal relates to people's desire to earn, save, and spend money wisely.

   b. The appeal also applies to objects other than money. (For example, note the interest in beer can collections, stamp collections, photograph collections, etc.).

4. An appeal to self or group esteem may lend support to an argument.

   a. Self esteem refers to the image and opinion one has of one's self--high or low--positive or negative. Most people want to achieve distinction or success of some kind that will win the respect and admiration of those with whom they interact. Speakers may demonstrate how acceptance of proposals will raise the self esteem of members of the audience.

   b. The concept of group esteem is the idea of favorable distinction and admiration applied to a club, city, state, nation, etc.

5. An appeal to personal enjoyment may lend support to an argument. Pleasures would include such things as:

   a. Access to and the ability to enjoy the comforts, luxuries, and so-called "good-things-in-life"

   b. Doing things for fun--participating in interesting activities which have no serious purpose

   c. Pleasant stimulation directly through one or more senses

6. An appeal to creativity may lend support to an argument.

   a. Creativity may be thought of in relation to the creative arts.

   b. Creativity may be thought of in relation to building with physical objects.

   c. Creativity may be thought of in relation to organizing people into successful units.

B. A speaker may use public interest appeals in an attempt to be persuasive. These appeals focus on individuals as members of social groups and publics to whom they have obligations and responsibilities. Individuals are asked to place personal interests in the background while they consider the interests of the community and the larger public. Examples of this type of appeal would include times when:

   1. Members of a jury are told to focus on the facts, and law, and their duty to see that justice is done when reaching a verdict in a case.

   2. Members of a school board are asked to put the welfare of the children of the school district above all else when considering a proposal.

   3. Members of a congregation are told they have the responsibility to "turn the other cheek" and "love their neighbors as themselves" in their daily dealings with others.

4. Citizens of a country are asked to demonstrate genuine concern and compassion for the well being of others by opening their homes to refugees

VI. There is a need to develop critical listening skills. Earlier sections of this unit have provided some means through which persuasive discourse may be evaluated. (For example, focusing on the proposition, considering the contentions, testing the supporting evidence, considering the speaker's credibility, and being aware of motivational appeals are all of interest to the critical listener.) Some additional aids to the critical listener are presented here by considering two uses of emotional appeals, three strategies of diverting attention from relevant issues, and appropriate tests for five common forms of reasoning.

A. Critical listeners should be aware of how their emotions may be engaged to support propositions. In matters involving the emotions, it is a question of balance. Emotional involvement should not be the sole criterion for judging propositions, but the emotions may serve valuable functions as part of the total complex of factors influencing a decision. Relevant factors on which to base a decision may be overlooked if the emotions are aroused to excessive degrees.

1. Listeners need to ask if emotionally loaded language is being used to circumvent other forms of proof. Two particular ways of using emotionally loaded language may be identified:

a. Name-calling occurs when a speaker gives something a bad label as a means of getting people to reject or condemn it without examining the evidence. For example, to call a student a coward, dummy, spoiled brat, teacher's pet, or snob would prejudice people's responses against that individual. On another level, to call a program socialistic, undemocratic, communistic, or fascist would also prejudice responses so that all relevant evidence might never be considered.

b. Glittering generality is in some ways the counterpart to name-calling. In this case, words are used to call up very positive associations in the minds of listeners so that an idea or person is immediately approved and accepted. For example, to say a student was friendly, cooperative, bright, and open-minded could go a long way toward winning approval before any evidence is considered. Likewise, programs associated with peace, honor, freedom and democracy might be accepted because of the favorable associations these terms call to mind. Again, the danger is that other relevant factors might not be considered.

2. Listeners need to ask if their emotions are being directly appealed to as a means of inducing automatic reactions. Strong emotions that might be aroused include:

a. Fear - Speakers may try to win acceptance by arousing listener fear in connection with the purposes or consequences of a proposed action.

b. Pity - Speakers may try to arouse sympathy on behalf of a cause so that listeners will act solely out of compassion while forgetting to examine the facts of the matter.

B. Critical listeners need to be aware of how speakers may attempt to prevent full examination of the evidence and reasoning upon which propositions are based. Strategies that may be used to block full examination of the worth of propositions would include:[9]

1. An appeal to authority, to a "name" or to an institution, may be made in an effort to win easy acceptance for a proposition. (For example, the Secretary of State, a Nobel prize winner, or the American Medical Association may be quoted to silence opposition.)

    a. A critical listener defends against this appeal by checking all authorities against the tests of testimony presented earlier in this unit.

    b. A critical listener does not let the opinion of an authority become the sole criterion of judgment; she also considers other relevant factors.

2. An appeal to tradition or custom may be made in which a speaker recounts how something has always been dealt with in the past.

    a. A critical listener tries to discover if there are any factors in the present situation that call for a change from past practices or policies.

    b. A critical listener does not let tradition become the sole criterion by which a proposition is judged.

3. An attack on the competence or character of the advocate of a proposition may be substituted for an examination of the relevant issues at hand.

    a. A critical listener keeps the relevant tests of testimony and dimensions of source credibility in mind whenever sources of propositions are being attacked.

    b. A critical listener gives major consideration to the worth of a proposition and keeps the personal qualities of its advocate subordinate.

C. Critical listeners need to be aware of the various ways they may be asked to link evidence to propositions. The study of the linking or connecting that takes place between evidence and conclusions is the study of the process of reasoning. Critical listeners should be familiar with various forms of reasoning and know the appropriate tests. Among the most common forms of reasoning are the following:

1. Reasoning from Parallel Case - The listener is presented with two cases that have like characteristics. It is then argued that because the two cases are similar, a conclusion drawn about or a quality attributed to one of the cases must be true of and apply to the second case as well. Appropriate tests of this form of reasoning include:

    a. Similarity of Essential Aspects - The listener must determine if the two cases are similar in the essential aspects that relate to and affect the conclusion the speaker is attempting to draw.

    b. Adequate Explanation of Differences - If the listener determines that the two cases are different in significant respects, the speaker must demonstrate that significant similarities outweigh the differences.

2. Reasoning from Sign - The listener is asked to take the presence of one item as an indication of the presence or absence of another item. Appropriate tests of this form of reasoning include:

    a. Reliability of the Sign - The listener should ask how constant, sure, or close is the relationship attributed to the two items. Is the alleged sign a certain indication, a likely indication, or just a possible indication of the conditions or action named in the speaker's claim?

b. Possible Sign Disrupters - The listener needs to ask if any factors may have interfered with the relationship that normally exists between the items mentioned in the speaker's claim. Few signs are absolutely reliable, so a listener needs to be alert for factors that might upset alleged sign relationships.

c. Nonreciprocal Signs - The listener needs to ask if the relationship between the items works in only one direction. It may be that "x" usually indicates the presence or absence of "y", but "y" does not necessarily indicate the presence or absence of "x".

3. Reasoning from Alternatives - The listener is asked to accept the speaker's claim because all of the other possibilities have been systematically discredited. Appropriate tests of this form of reasoning include:

   a. Exhaustive List of Alternatives - The listener should decide if all reasonable alternatives to the speaker's position have been presented. The speaker may have chosen not to consider the alternatives that are in reality preferable to the position being advanced.

   b. Separable Alternatives - The listener should decide if the possibilities considered are distinct and separate. They must be capable of being divided in such a way that the elimination of one or more leaves the remaining alternatives intact.

   c. Fair Treatment of Alternatives - The listener should decide if the speaker may have slanted the presentation of alternatives to avoid giving credit to their good points.

4. Reasoning from Causation - The listener is asked to accept an argument that moves forward in time from the designation of a producer to a description of what will be produced (cause-effect) or backward in time from a description of what has been produced to an identification of what produced it (effect-cause). Appropriate tests for causal reasoning include the following:

   a. True Cause - The listener should ask if the items described are causally connected. A common error in reasoning occurs when people assume that just because one thing came before or after something else a causal connection is justified.

   b. Capable Cause - The listener should ask if the factor identified as the cause possesses the necessary weight or force to be responsible for the alleged effect.

   c. Part Cause - Few events or conditions can be traced to the operation of a single cause so listeners need to be alert for the possibility that the speaker is overlooking a complex set of interrelated causes that together are responsible for an effect.

   d. Counteracting Causes - Listeners need to ask if other factors may be in operation that impede or prevent the force of the causes the speaker has identified. Any given cause may come into conflict with one or more other causes that reduce or negate its effect.

5. Reasoning from General Principle - The listener is asked to apply an accepted rule or principle to a specific situation or instance. In this form of reasoning the speaker claims that certain conclusions about the specific situation necessarily follow because of the general principle. Appropriate tests of this form of reasoning include:

    a. Truth of the General Principle - The listener should ask if the general principle or rule is true. The listener should question whether the principle represents what actually is the case.

    b. Applicability of the General Principle - The listener should ask if the general principle applies to the situation in question. The listener should determine whether the situation under consideration falls within the class generalized about in the principle.

LEARNING ACTIVITIES

I. Activities related to general guidelines for forming a proposition

    A. Before attempting more difficult activities it is best to ensure student understanding of the basic concepts in the content outline. Teachers may ask students working individually or in groups to:

        1. Name three general guidelines for forming the proposition of a persuasive speech. A sample response would be:

            a. The proposition must be perceived by the listener as controversial.

            b. The proposition must identify, in a specific way, what is to be believed or what action is to be taken.

            c. The proposition must meet the guidelines for forming the subject sentence of an informative speech.

            (Any order is acceptable.)

        2. Select three paraphrased general guidelines for forming propositions from a list of responses. Students should place a check mark by each statement that reflects a guideline.

            a. (✓) Propositions focus on concrete thoughts or actions.

            b. ___ Propositions should be about something that has happened in the past five years.

            c. ___ Propositions should contain between three and five separate ideas.

            d. (✓) Propositions and subject sentences meet many of the same standards for proper phrasing.

            e. ___ Propositions should always include the names of particular individuals.

            f. (✓) Propositions should be about disputable concerns.

    B. Students should identify the general guidelines being violated in the samples presented below. If none of the guidelines is violated, write "none" in the space provided.

        1. (Not a declarative sentence) Which instrument is the most difficult to play in the high school band?

2. (None) Prostitution should be legalized in the United States.

3. (Not specific) There is too much competition in sports.

4. (Not controversial) Madison is the capital of Wisconsin.

5. (Not a single idea) All high school students in Wisconsin should be required to take foreign language courses and study at least two semesters of biology.

6. (None) The possession of marijuana for personal use should be legalized throughout the United States.

7. (Not controversial) The president of the United States is elected to serve a four-year term.

8. (Not specific) It's about time somebody did something to help the poor.

C. Students should analyze the following speech fragment from the viewpoint of a properly formed persuasive proposition. Paragraphs are numbered for student convenience. Students should:

1. Identify and evaluate the proposition if it is expressed.
2. Develop an appropriate proposition if it is not expressed.

The speech was given by Kenneth R. Giddens who is a television executive for WKRG. It is entitled, "The War We Are Losing: We Can Reach the Masses of the People by Radio." Mr. Giddens delivered his address to the Southern Meeting of Delta Sigma Chi in Mobile, Alabama on March 17, 1978.[10]

1 "While I shall speak tonight primarily about the struggle being waged electronically by radio, that is only part of the contest which is being waged for the mind of man in which this country seriously lags. The Soviets are sending cultural groups everywhere. Athletes perform, ballet troops, acrobats, gymnastic units tour the world and choral groups sing on every continent. The Soviets are sparing no expense to gain access to the minds and hearts of people everywhere knowing that cultural acceptance and admiration opens the way for the political and ideological penetration which follows.

2 The question may well be asked, "is this battle for mens' minds important?" and "should we get excited about it?" The answer can only be, "yes, it is important! And we not only should get excited about it, we should do something about it!"

3 We should see to it that our efforts are increased to the extent that we compete at least on a basis of equality of magnitude in every way in the sports and cultural fields, and that our broadcast facilities are enlarged so that our nation can compete effectively in that part of the arena in which the struggle of the airways is now going on."

In evaluating student analyses of this sample speech fragment, teachers may wish to consider the following:

1. Paragraph 2 ends with a very general proposition which is too vague to focus audience thoughts or efforts--"we should do something about it!"
2. Paragraph 3, taken as a whole, would appear to be the speaker's proposition. The guideline requiring a proposition to contain a single idea is violated. The speaker had mentioned in the first sentence of the speech that his primary concern would be radio, but he cannot help referring to other matters. Consequently, his proposition is cluttered.

3. Roughly three separate potential propositions are contained in the third paragraph. The third proposition comes the closest to the speaker's overall intent.

   a. We should see to it that our efforts are increased to the extent that we compete at least on a basis of equality of magnitude in every way in the sports field.

   b. We should see to it that our efforts are increased to the extent that we compete at least on a basis of equity of magnitude in every way in the cultural field.

   c. We should see to it that our broadcast facilities are enlarged so that our nation can compete effectively in that part of the arena in which the struggle of the airways is now going on.

4. The third potential proposition violates the guideline calling for a simple sentence. The speaker goes beyond the preferable simple sentence when he adds "so that...."

5. The guideline calling for a specific identification of what is to be believed or what action is to be taken is also violated. We are left with something like: "We should see to it that our broadcast facilities are enlarged." This does not give the audience much guidance and falls short of the speaker's purpose.

6. While it is very difficult to form a proposition when one is not clearly expressed, an appropriate proposition for this speech would be: The United States should enlarge its international radio broadcasting effort.

D. Students should form persuasive propositions on topics of interest to them. The propositions formed should comply with all of the guidelines studied. Working in small groups, students may evaluate each other's propositions and help each other select the appropriate proposition for the persuasive speech the teacher will assign.

II. Activities related to general steps for determining contentious

A. Student understanding of key concepts in the content outline should be checked before more challenging activities are attempted. Teachers may ask students working individually or in groups to:

1. Identify three general steps for determining contentions , to advance in support of persuasive propositions. A sample response would be:

   a. Determine what is being attributed to the subject term of the proposition.

   b. Determine the measures or criteria members of an audience will use when deciding whether or not to attribute the quality in question to the subject term of the proposition.

   c. Determine the relative importance of the various criteria in the minds of your audience.

2. Select three paraphrased general steps for determining contentions from a list of responses. Students should identify the statements below that reflect the steps by placing the appropriate number before the appropriate step (Step 1, Step 2, Step 3).

   a. ________ Determine a list of all the weaknesses of your proposition and shape these as your major contentions.

b. (Step 3) Rank the possible criteria in order of their importance to your audience and select your contentions accordingly.

c. (Step 1) Decide what characteristics or quality you want your audience to assign to the subject of the proposition.

d. ________ Ask everyone who already agrees with you why they accept your proposition and use all the reasons they give you as your contentions.

e. (Step 2) Decide what standards your audience is likely to use when determining whether or not to assign a particular quality to your subject.

B. Students should identify which of the general steps for determining contentions has been omitted in the following situations.

1. Speaker: High School student in his junior year

   Audience: Students and faculty involved in the art department, high school administrators, parents, and interested members of the general public

   Occasion: Gathering in the art rooms to display student work and present proposals for changes that might improve the art program

   Time Limit: Five to seven minutes

   Proposition: Our high school should offer a course in jewelry making.

Contentions:

I. Many students have developed the prerequisite metal-working skills in courses currently offered but now have nowhere to go in the curriculum to advance their training.

II. Jewelry making would be a lot of fun for the students who took the course.

III. Trained teachers are ready and willing to teach the course with only minor changes required in their present schedules.

IV. There would be uses for jewelry made in the class.

   A. Some of the objects could be kept by the art department for teaching purposes.

   B. Some of the objects could be given away as gifts.

   C. Some of the objects could be sold to interested buyers.

V. The additional cost of the course to the school would be minimal.

   A. As mentioned earlier, trained teachers are already available.

   B. Students could pay for their own supplies.

   C. The basic machines and tools are already available in the school's art deartment.

VI. Students trained in jewelry making would develop a special sense of pride in their artistic skill.

VII. There is no alternative way to learn jewelry making currently available in the area.

VIII. Some high schools in other parts of the state are offering very successful jewelry making courses similar to the one I am proposing.

IX. Our high school art department could be very famous in the state for developing the best jewelry making course.

The step that has been omitted is the third step. The speaker forgot to select and shape the final contentions in line with their relative importance to the audience and the time restrictions. Some of the contentions advanced quite likely would correspond to important criteria audience members will be using in deciding whether to accept or reject the proposition. Other contentions could best be discussed later, collapsed under some broader heading, or forgotten.

2. Speaker: President of the Student Council

Audience: Student Council and Faculty Advisors

Occasion: Student Council Meeting

Time Limit: Five to seven minutes

Proposition: The use of marijuana by students at our high school has increased during the past year.

Background: This proposition is part of a larger argument the speaker eventually wants to make about the need for revised school policies on the smoking of marijuana. Before she can recommend any plans, she has to win audience acceptance of basic propositions such as this one about increased use.

Contentions:

I. The types of marijuana students are using have changed over the past year.

II. The sources that are supplying marijuana to the students have changed over the past year.

III. Several states have changed their marijuana laws over the past year.

IV. Opinions of some members of the medical profession have changed over the past year.

The step that has been omitted is the first step. The speaker has failed to determine what is being attributed to the subject term of her proposition and, as a result, none of her contentions are directly relevant. Contentions about types of marijuana, sources of marijuana, other states' laws, and the medical profession's opinions do not directly apply to a discussion of increased marijuana use at her high school. The problem is similar to that of a speaker trying to share information who creates main points that do not amplify the subject sentence.

3. Speaker: President of the High School Lettermen's Club

Audience: Members of the school board, interested students, members of the general public in attendance, and those watching on television

Occasion: Regular Meeting of the School Board

Time Limit: Five to seven minutes

Proposition: Last year was a good year for athletics at the high school.

Background: A special item on the agenda for this meeting relates to the direction and focus of the athletic program at the high school. There has been talk of firing the athletic director. The President of the Lettermen's Club has asked for an opportunity to defend the athletic programs by talking about last year in particular.

Contentions:

I. Last year was a good year for athletics at the high school because the football team got new uniforms.

II. Last year was a good year for athletics at the high school because no major schedule changes were necessary because of bad weather.

III. Last year was a good year for athletics at the high school because most of the students out for track supplied their own shoes so the school district saved some money.

IV. Last year was a good year for athletics at the high school because members of the basketball team made an average of seventy-two percent of their free throws.

Most noticeably the second step has been omitted. In some sense the contentions are related to what makes a "good" year, but surely these are not the major criteria the audience will be using as they decide whether or not to accept the speaker's proposition about the quality of the athletic program.

C. Students should analyze the following speech fragment in the light of the general steps for determining contentions. This activity also helps students review the nature of persuasive propositions. It will be necessary for students to:

1. Identify, evaluate, and possibly reword the proposition
2. Identify the major contentions
3. Decide if the contentions meet the guidelines:
    a. Does the speaker appear to have a clear idea of what is being attributed to the subject term of the proposition and do the contentions reflect this?
    b. Would the speaker's contentions count as reasonable criteria or standards in the minds of the audience?
    c. Do the contentions appear to have been selected and shaped in keeping with the importance of various criteria in the minds of the audience?

The speech was given by R. F. Shaw who is president of MONENCO Pipeline Consultants Ltd. It is entitled, "Why Nuclear Energy! Be Thoughtful--Not Emotional." The speech was delivered to the Rotary Club District Meeting in Sherbrooke, Quebec in Canada on June 17, 1977.[11]

"We live in a world of fragmentation and confrontation. Great minds and small have learned to exploit human emotions to gain their ends. So it is with nuclear energy. But the decisions should be based on thoughtful assessment and, as far as we are able, on common sense judgment.... Here in Canada we must find energy for our twenty-three million, plus enough to deliver an appropriate part of our huge surplus wealth to a world, three-quarters of which is suffering from a very inferior standard of living--...

In my view the salvation of our energy problems in the next thirty to forty years depends on coal and nuclear energy--both of them. The key is nuclear energy. Let us, therefore, consider four questions:--

1. Do we need nuclear energy?

2. Are there viable alternatives?

3. Is nuclear energy economical?

4. Is it environmentally safe?"

In evaluating student analyses of the speech fragment, teachers may wish to consider the following:

1. The speaker's proposition can be drawn out of his statement that "the salvation of our energy problems in the next thirty to forty years depends on coal and nuclear energy--both of them. The key is nuclear energy." A look at the four questions the speaker proposes to answer allows us to reword the proposition to a single idea--Nuclear energy is the key to the salvation of our energy problems in the next thirty to forty years.

2. The proposition is controversial given audience awareness of other possible sources of energy and some of the safety issues that have been raised regarding nuclear power.

3. The reworded proposition clearly identifies what is to be believed.

4. The reworded proposition meets the guidelines for a subject sentence.

With regard to identification of the major contentions:

1. The four questions form the contentions of the speech. The answers the speaker will supply support the proposition. Students should consider the stylistic use of what are, in effect, rhetorical questions as an indirect method of advancing contentions.

2. The contentions, as summarized in the conclusion, are:

   a. We need nuclear energy.

   b. There is no viable alternative in sight at this moment.

   c. Nuclear energy is economical.

   d. It is the safest environmentally of the currently available sources of energy.

With regard to evaluation of the major contentions:

1. Each of the contentions directly relates to the subject term and the attributed quality of the proposition.

2. Each of the contentions is likely to reflect a reasonable question and standard in the minds of the audience.

3. The contentions have been limited to four criteria that are likely to be very important to the listeners.

D. Students should create contentions to support persuasive propositions of interest to them. Working together in small groups, students can evaluate each other's contentions to ensure that the guidelines have been followed.

III. Activities related to types and tests of evidence

   A. Before students are asked to do more difficult activities, their understanding of the basic elements in the content outline should be ensured. Teachers may ask students working individually or in groups to:

      1. Identify the tests of evidence. A sample response would be:

         a. Specific instances

            1.) Are a sufficient number of instances cited?

    2.) Are the instances cited typical of the larger class?

    3.) Are any negative instances accounted for?

  b. Testimony

    1.) Did the source of the testimony have the opportunity to observe and study the situation, condition, or events reported?

    2.) Is the source of the testimony reasonably unbiased?

    3.) Is the source of the testimony a competent authority in the area under discussion?

  C. Statistics

    1.) Do the statistics come from a reliable source?

    2.) Were the statistics collected at the proper time and do they cover a sufficiently long period of time?

    3.) Is sufficient statistical data reported?

    4.) Are the statistics typical and representative?

2. Match labels of evidential tests with descriptions of those tests.

a.	(Representative statistical sample)	The statistics are typical of the matter under study.
b.	(Competent authority in area)	The person quoted is an expert in the field being discussed.
c.	(Sufficient number of instances)	Enough specific instances are cited.
d.	(Collection of statistics over a sufficiently long period of time)	The numerical data were collected over a reasonable length of time.
e.	(Source in position to observe)	The person either saw the event or has access to reliable data.
f.	(Typical specific instances)	The specific instances presented are typical.
g.	(Reasonably unbiased source)	The person offers a fairly objective view of the situation.
h.	(Sufficient number of statistics)	The numerical data cover a large number of cases.
i.	(Negative instances accounted for)	Specific instances contrary to the argument are satisfactorily explained.

B. Students should identify the test of evidence that is violated in the following examples. Each test is used only once.

1.	(Time statistics collected)	Marriage rates have sky-rocketed in the United States. I predict a tremendous trend toward more traditional marriages based on my data collected during the month of June.

2.	(Biased source)	Jeff says only a fool would join the Marines. He couldn't pass the tests so now he is looking into possibilities with other branches of the armed forces.
3.	(Accounting for negative instances)	I refuse to believe that you saw John and Paul smoking after track practice. None of our athletes smoke.
4.	(Reliable source for statistics)	Some of my brother's friends at college are in the second week of their first course in statistics. They worked up a survey that proves that 75.32 percent of all college sophomores prefer to study in the early morning rather than late at night.
5.	(Sufficient number of instances)	Kids nowadays care more about their jobs after school than they do about their schoolwork. In the past week I've had two students tell me they couldn't do their assignments because of work schedules at McDonald's.
6.	(Source in position to observe)	Beth says the orchestra concert was lousy. She didn't go to it, but she can't imagine high school students with the skill needed to play those difficult compositions.
7.	(Representative sample for statistics)	For the past month I've been surveying friends in the student parking lot before and after school. The results of my survey show that seventy-eight percent of the student body drives to school.
8.	(Sufficiency of sample for statistics)	The lower highway speed limit is having remarkable effects across the country. Figures from northeastern secions of the United States show drops in the number of traffic fatalities by as much as twenty-eight percent in some counties.
9.	(Source competent in field)	On last Thursday's *Tonight* show, Johnny Carson said that nuclear fusion won't be practical for at least another thirty-five years.
10.	(Typical specific instances)	I've been talking with several members of the Honor Society lately, and I'm convinced that most students here at the high school want more independent study credits offered.

C. Students should analyze the use of evidence in this sample speech frament. Appropriate tests of specific instances, testimony, and statistics should be applied.

The speech was given by Robert R. Gibson who is chairman of the National Canners Association. It is entitled, "What Can We Do About Consumers?--The Economics Education Gap." Mr. Gibson delivered his address before the Wisconsin Canners and Freezers Association in Milwaukee, Wisconsin on November 15, 1977.[12]

"We could stand more education also on the uses and values of food additives.... Consumers are being led to fear that additives endanger their health. Actually most chemicals are added to foods for very good reasons. Dr. Bernard Oser has said that "were it not for food additives, baked goods would go stale or moldy overnight, salad oils and dressings would turn hard and lumpy, canned fruits and vegetables would become discolored and mushy, vitamin potencies would deteriorate, beverages and frozen desserts would lack flavor, and wrappings would stick to the contents." Furthermore, we add vitamins to foods, and iron, pectin, iodine, and carotene--and all of these additives enrich these foods and improve their nutritional qualities.

Canned fruits and vegetables contain fewer chemical additives than many other food products, but we do use them. For example, take a can of whole tomatoes canned in their own juice. The product will contain aspartic acid, leucine, thyrosine, arabinoxylans, alphaketoglutoric, lactones, and hydrocarbons. Sounds terrible, doesn't it? Of course, those of you who know food science know that all of these complex chemicals are natural ingredients of tomatoes. They were in the tomatoes as they grew on the vine.... Probably most consumers would be surprised to know that the most widely used food additives are sugar, salt, dextrose, and corn syrup--all natural products. The nation eats 129 pounds of these additives per capita annually. The other 33 additives commonly used add up to about nine pounds per person per year.... The fact is that we know more about the effect of the chemicals we add to foods than we do about the effect of all the numerous complex chemicals that nature herself puts in them."

In evaluating student analyses of the evidence used in the speech fragment, teachers may wish to consider the following:

1. The testimony of Dr. Bernard Oser certainly supports the idea that some additives are helpful, but no qualifications are given for Dr. Oser. The speaker must assume that everyone in the audience will accept Dr. Oser as a qualified source. If people are not acquainted with Dr. Oser, they should not automatically accept his expertise in the subject of food additives.

2. The specific instance of a can of whole tomatoes is presented to support the speaker's idea that canned fruits and vegetables contain fewer chemical additives than many other food products. This is only one example and listeners should question whether or not it is a typical specific instance.

3. Statistics are cited to show the amount of food additives consumed per capita in the United States each year. No source is given for this numerical data.

D. Students should construct a one- to two-minute speech on a proposition of their choice. All three kinds of evidence should be used in such a way that no tests of evidence are violated. Students may wish to use this mini-speech to advance one other major contention to be used later in their fully developed persuasive speeches.

IV. Activities related to dimensions of source credibility

A. Student understanding of basic concepts in the content outline should be ensured before attempting to move on to more challenging activities. Teachers may ask students working individually or in groups to:

1. Name four dimensions of source credibility. A sample response would be:

   a. Competence

   b. Similarity

   c. Moral Character

   d. Good will toward the audience

   (Any order is acceptable.)

2. Match dimensions of source credibility with descriptions of those dimensions.

a.	(Moral character)	The speaker is perceived as one who has desirable and admirable personal qualities.
b.	(Competence)	The speaker is perceived as one who has personal interests and high qualifications in relation to the topic being discussed.
c.	(Good will)	The speaker is perceived as one who has high regard for the goals and accomplishments of the audience.
d.	(Similarity)	The speaker is seen as one who resembles the audience in significant ways.

B. Students should identify the dimension of source credibility demonstrated in the following samples.

1.	(Good will)	I had been told that this was a remarkable choir. After attending your many fine concerts during the year, I can say with pleasure that you are indeed a very exciting and talented group.
2.	(Similarity)	I share your concern over this talk about another required course. All of us already have to take physical education if we want to graduate. Right now many of us are also struggling through a required driver's education course together because we want our licenses. Like you, I want to know all the facts before I make a final decision.
3.	(Competence)	I guess I've been around horses all my life. My parents own a stable, and for as long as I can remember, some member of my family has been competing in a horse show in some part of the country.
4.	(Moral Character)	Three years ago I started participating in the Red Cross Blood Drive as a donor and volunteer worker. Lately

I've started visiting some of the elderly through a program at our church. Service to others isn't something you just talk about. It's something you do.

C. Students should analyze this sample speech fragment in the light of dimensions of source credibility. Students should identify any places where methods of enhancing perceived credibility are being used.

The speech was given by Earl G. Graves who is president of Earl G. Graves, Ltd. He is the publisher of Black Enterprise Magazine. His address was delivered at the Atlanta University School of Busiess in Atlanta, Georgia on January 24, 1978.[13]

"It is truly an honor and privilege for me to be able to take part in Atlanta University's Key Issues Lecture series. The exchange of ideas, inspirations, fears, knowledge, wisdom and hope which will take place between the audiences in this hall and the speakers on this platform may well provide some of you with the courage and insight you will need to make your place in the world when you leave this fine university.... The topic for this series, "Leadership in a Dynamic Society," is probably the most important you will study in your lives.... I have had the rare and good fortune in my life to have been personally touched and moved by men whose lives rewrote our definitions of leadership in this generation. As an administrative assistant to the late Senator Robert Kennedy and a friend of the Rev. Martin Luther King, Jr.--the American whose leadership and courage gave each of you the opportunity which brings us together this evening--I have seen, felt and followed the intensity of genius and faith; compassion and conviction which moved millions and changed the course of history.... I worked my way through Morgan State University by running at least three modest concessions.... During my four years in college I received a total of $55 from my family. My father, who worked as a shipping clerk in the garment center for $75 a week, died when I was a sophomore. We weren't really poor in those days, we just didn't have much money. You see, what we had in our family was a spirit of excellence which I will never take for granted.

I stand before you this evening because I have been somewhat successful in the business world in the past decade or so as a magazine publisher, corporate executive and spokesman for black businessmen and women. In a narrow sense, that, I guess, makes me a leader.

I could never hope to fill you with the inspiration you would have received from a King or Kennedy. I would never pretend for a moment to have that kind of rare gift. But I would like to share with you what I have learned through some of the practical experiences I have gained since I entered the world of the private sector 10 years ago."

In evaluating student analyses of this speech fragment, the teacher may wish to consider the following:

1. With regard to competence:
   a. The speaker demonstrates a strong personal interest and involvement in the topic. He clearly believes the dynamics of leadership is a crucial topic. He reminds the audience that he is there to speak because he has been "successful in the business world... as a magazine publisher, corporate executive and spokesman for black busiinessmen and women."
   b. The speaker demonstrates competence by associating himself with other highly credible individuals. He reminds the audience that he was "an administrative assistant to the late Senator Robert Kennedy and a friend of the Rev. Martin Luther King, Jr."

2. With regard to similarity:

   a. Talking with a college audience, the speaker shares some of his own difficulties trying to make it through Morgan State University.

   b. Talking with a group that has probably never known great wealth, the speaker recounts some of his own meager beginnings when his family wasn't really poor--they just didn't have much money.

3. With regard to moral character:

   a. The speaker demonstrates character when he says he worked his way through college--accepting only $55 from his family.

   b. The speaker demonstrates character when he says he never lost his "spirit of excellence" no matter how hard times were earlier in his life.

   c. The speaker demonstrates character when he humbly admits that he could never hope to match the qualities of those greats both he and the audience revere.

4. With regard to good will toward the audience:

   a. The speaker says "it is truly an honor and privilege" to be able to take part in the lecture series.

   b. The speaker recognizes that great ideas will come not only from the speakers but from an exchange "which will take place between the audiences...and the speakers."

   c. The speaker is participating for the welfare of the audience because he hopes that the exchange of ideas may well provide the "courage and insight you will need to make your place in the world."

D. Students should create speech introductions utilizing at least two dimensions of source credibility.

V. Activities related to motivational appeals

A. Before students attempt more difficult activities, basic understanding of concepts in the content outline should be ensured. The teacher may ask students working individually or in small groups to:

   1. List two major classes of motivational appeals. A sample response would be:

      a. Personal interest appeals

      b. Public interest appeals

   2. Match the classes of motivational appeals with descriptions of those classes.

      a. (Public interest appeals) People may consider the common good and interest over their own personal desires.

      b. (Personal interest appeals) People may place prime importance on the satisfaction of personal needs and desires.

B. Students should identify the class of motivational appeal demonstrated in the following situations.

   1. (Personal interest) Beautiful women are attracted to men who use this after-shave.

   2. (Personal interest) You are introduced to a variety of crafts that will allow you to express

yourself in original ways.

3. (Public interest) A small contribution from you can reduce the suffering of victims of a recent earthquake.

4. (Personal interest) Simply buckling your seatbelt could save your life.

5. (Public interest) A teenager volunteers eight hours every week to help elderly people do their grocery shopping.

6. (Personal interest) If you buy now, you save thirty-five percent! Prices are slashed, and they will never be this low again.

7. (Personal interest) You are told about a fabulous vacation spot where everyone treats you like royalty. Leave your worries behind while you enjoy the finest life has to offer.

8. (Public interest) You participate in a Bike-a-thon to raise money for cancer research.

C. Teachers should secure sample persuasive messages that demonstrate use of the major classes of motivational appeals. The messages should be drawn from the various media including newspapers, magazines, radio programs, and television shows. Teachers should analyze the samples to determine the appeals being used. Students should then be given the opportunity to identify and evaluate the use of motivational appeals in samples supplied by the teacher.

D. Students should construct one- to three-minute speeches utilizing both classes of motivational appeals.

VI. Activities related to critical listening skills

A. Student understanding of the basic content outline should be ensured before more difficult activities are attempted. The teacher may ask students working individually or in small groups to:

1. List two uses of emotional appeals, three strategies which may be used to divert attention from relevant issues, and appropriate tests of evidence for five common forms of reasoning. A sample response would be:

a. Uses of emotional appeals:

1.) Emotionally loaded language

2.) Direct appeals to the emotions

b. Strategies to divert attention from relevant issues:

1.) Appeal to authority

2.) Appeal to tradition

3.) Attack on the source

c. Tests of forms of reasoning:

1.) Tests of reasoning from parallel sign:

a.) Similarity of essential aspects

b.) Adequate explanation of differences

2.) Tests of reasoning from sign:

a.) Reliability of sign

b.) Possible sign disrupters

c.) Nonreciprocal signs

3.) Tests of reasoning from alternatives:

    a.) Exhaustive list of alternatives

    b.) Separable alternatives

    c.) Fair treatment of alternatives

4.) Tests of reasoning from causation:

    a.) True cause

    b.) Capable cause

    c.) Part cause

    d.) Counteracting causes

5.) Tests of reasoning from general principle:

    a.) Truth of the general principle

    b.) Applicability of the general principle

2. Match labels of critical listening skills with descriptions of those skills.

a.	(Reliability of sign)	The listener is trying to determine if the speaker's claim is supported by reasonably constant indicators of the condition said to exist.
b.	(Part cause)	The listener wonders if some contributing forces are not being overlooked in the speaker's desire to claim that only one thing is responsible for the present situation.
c.	(Appeal to authority)	The listener is concerned because the speaker is citing many big names and powerful institutions that support the proposition, but so far the exact nature of the proposition has not been explained.
d.	(Truth of general principle)	The listener is trying to determine if the generalization the speaker is making is valid.
e.	(Emotionally loaded)	The listener notes that the speaker is using very negative labels to describe something the audience is to judge.
f.	(Similarity of essential aspects)	The listener is trying to decide if the items being compared are alike in ways that make a difference about the strength of the claim being advanced.
g.	(Nonreciprocal signs)	The listener is trying to determine if just because one condition usually signals the existence of a second condition it can also be said that the second condition signals the presence of the first condition.
h.	(Exhaustive list of alternatives)	The listener thinks many good possibilities were never considered in the speaker's rush to

		claim there was only one solution to the problem.
i.	(True cause)	The listener avoids jumping to the conclusion that just because one thing happened after another the first thing caused the second.
j.	(Appeal to tradition)	The listener thinks new conditions require a change in policy, but the speaker has just told the audience that the only right way to judge the proposal is to accept what has always been done in the past.
k.	(Fair treatment of alternatives)	The listener thinks two possible ways of solving the problem were dismissed too quickly without giving any attention to their good points.
l.	(Counteracting causes)	The listener is trying to decide if any factors may work against or reduce the effectiveness of the factor the speaker is saying will solve the problem.
m.	(Attack on source)	The listener would like the speaker to return to the issues at hand. For the past few minutes, the speaker has done nothing but attack the personality of his opponent.
n.	(Direct appeal to emotions)	The listener notes that little evidence is being presented while the speaker tries to scare the audience into accepting the proposal being advanced.
o.	(Capable cause)	The listener is trying to determine if an aledged caused would have the ability to create the condition described in the speaker's claim.
p.	(Adequate explanation of differences)	The listener is trying to decide if the speaker can present an explanation for why differences between cases do not affect the claim advanced.
q.	(Sign disrupters)	The listener is trying to decide if anything might upset the relationship between one condition as an indication of the other under these particular circumstances.
r.	(Applicability of general principle)	The listener is questioning whether the instance being considered is a member of the general class the speaker has described.
s.	(Separable alternatives)	The listener is trying to decide if the alternatives presented are distinct ideas so that if one is discarded the others are not significantly affected.

B. Students should determine which of the factors of critical listening to apply when considering the following sample sentences. An alert, critical listener would have reservations before deciding to accept or reject the statements.

1. (Exhaustive list of alternatives) We can either go to the movies downtown or watch television at home tonight. I've already seen the movies downtown so we will have to watch television.

2. (Appeal to authority) You're foolish to argue the point. The Attorney General of the United States sees it my way.

3. (Reliability of sign) They must be rich. Tomorrow they leave on a five-day vacation to Hawaii.

4. (Part cause) The swimming team finished with a perfect 10-0 season this year. They owe it all to Steve Iverson who is such a fabulous swimmer.

5. (Similarity of essential aspects) If it worked in New York City, it's got to work in Chippewa Falls, Wisconsin.

6. (Direct appeal to emotion-fear) Who will be the next innocent victim if we don't stop those who murder us while we sleep? No one is safe as long as mad men and rapists are allowed to terrorize our streets at night.

7. (Capable cause) He sure lost his job in a hurry for being five minutes late to that meeting with the vice president of the company. She doesn't like to be kept waiting.

8. (Attacking the source) Are you going to believe an ex-con? This man has spent five years of his life behind bars, and now he expects us to value his opinion.

9. (Adequate explanation of differences) I know St. Paul's is a four-year parochial high school with a student population of 350 while we are a three year public high school with over 2,500 students. I still think a course modeled after their Great Religions course would be popular here.

10. (Emotionally loaded--name-calling) Talk about rejects and losers--that group is nothing but a bunch of wierdos.

11. (True cause) Walking under that ladder was a bad mistake. Just after we did that I sprained my ankle.

12. (Fair treatment of alternatives) My parents say we can have the car to go to Minneapolis either this weekend or next weekend. After that they'll need it for several months. I don't think we should go next weekend because it might rain so let's go this weekend.

13. (Truth of general principle) Baptists never dance or drink so there is no reason to invite Chuck to the party because he won't join in the fun.

14.	(Direct appeal to emotion-pity)	Members of the jury, open your hearts to my client who has known so much suffering. Orphaned at the age of five, she lived for ten years with a cruel, alcoholic uncle. At the age of fifteen, she ran away. With a broken spirit she turned to prostitution only to survive.
15.	(Emotionally loaded-glittering generality)	We stand for brotherhood, love, and true justice with dignity. Join us.
16.	(Counteracting causes)	I expect all my grades to improve next semester. I won't be studying as much, and I'll have play practice, but Laurie says she will help me review before any big tests.
17.	(Separable alternatives)	After high school I'll go on for more schooling. I've thought about medical school, law school, or college. I've ruled out law school and college, but medical school would be great.
18.	(Appeal to tradition)	We have never allowed girls to go out for our contact sports. We aren't going to break time-tested rules for you.
19.	(Applicability of general principle)	Most child abusers come from backgrounds where they were abused as children. Fred spanks his children so I imagine he was abused as a child.

C. Students should analyze the following sample hypothetical speech fragment in the light of critical listening factors. Students should identify factors that are present and apply appropriate tests to any forms of reasoning.

Speaker: Student President of the High School Band

Proposition: Our high school should get new uniforms for members of the marching band.

Audience: Members of the school board, interested band members, and members of the general public.

Occasion: First school board meeting at the beginning of a new school year.

Background: Last year the school board turned down a request for new uniforms. Two new school board members have been elected since budget decisions were made last year.

1 Last year this board made a decision that had terrible consequences. Let me begin by reviewing the problems that occurred as a result of your decision. Attendance at practice sessions for marching band dropped dramatically as a consequence of your decision. We lost our drum major when he and his family decided to move to another town. Fewer new students showed an interest in trying out for marching band because of your decision. In short, the marching band was a shambles after your decision to deny us new uniforms.

2 Now last year some of you wanted to purchase new uniforms, but you didn't

have a majority because of the votes of Mr. Jackson and Mrs. Robertson. Those two stood opposed to the need for new uniforms so the proposal was rejected. But now I'm sure you know what kind of people they are. Mr. Jackson recently went through a very "messy" divorce. Right now he is being investigated by the Chamber of Commerce with regard to some shady business dealings. Mrs. Robertson was arrested for speeding again last week and is in danger of losing her license. But no matter what type of people they were, the point is that this board can make up for past mistakes.

3 The school board of this community has a long history of support for music programs. It has been customary in the past to make some major addition to the quality of the high school music department every four years. Five years ago the board authorized the purchase of new choir robes, four years before that the department received new stereo equipment, and four years before that two pianos were purchased. Let's not break that pattern of excellence.

4 Getting new band uniforms is an "All-American" idea. In all fairness to the student body, if you really have the best interests of students at heart, if you really want to be loyal to our school, if you want to be just to all concerned, and honest with yourselves, then you will recognize that the high school band is a deserving group and you will meet our request.

5 I began by recalling some of the negative results that followed last year's mistake. Let me conclude by suggesting some of the positive effects that new band uniforms would create: higher morale among band members, greater civic pride in the band, increased attendance at home football games, and an improved win-loss record in football because of mutual pride between band members and team players. Now is the time to see to it that our high school marching band gets new uniforms.

In evaluating student analyses of the sample speech fragments, teachers may want to consider the following:

1. Paragraph one
    a. Students should note that this is reasoning from causation because it is alleged that the decision not to buy new band uniforms caused:
        1.) Dramatic drop in attendance at practices
        2.) Loss of the drum major
        3.) Lack of interest by new students
    b. Students should apply the relevant tests of causal reasoning:
        1.) True cause - One should be wary of saying that because things followed the decision they were caused by it.
        2.) Capable cause - Would a drum major and his family move out of town over the issue of uniforms?
        3.) Part cause - Did factors like more students taking after school jobs or more students going out for sports interact with the alleged cause to reduce participation in band?
        4.) Counteracting cause - Might the leadership of a good band director, the pride of students as musicians, etc. reduce the effect of the decision on band uniforms?
2. Paragraph Two
    a. Students should note that this is an irrelevant

strategy of attacking the character of sources of a claim.

b. Students should realize that the private lives of Mr. Jackson and Mrs. Robertson have no bearing on their opposition to the purchase of new band uniforms.

3. Paragraph Three

a. Students should recognize this as an appeal to tradition or custom.

b. Students should realize that special factors may have warranted a change from established past practice.

4. Paragraph Four

a. Students should recognize this as the use of glittering generality.

b. Simply labeling a proposal "All-American," "fair," and "honest" does not guarantee that it should be accepted.

5. Paragraph Five

a. Students should note that this is causal reasoning because it is alleged that new band uniforms will cause:

1.) A boost in morale

2.) Greater civic pride

3.) Increased attendance at football games

4.) An improved win-loss record

b. Students should apply the relevant tests of causal reasoning:

1.) Capable cause - Would the decision to buy new band uniforms have that kind of far-reaching influence?

2.) Part cause - What other causes would have to interact if these benefits were to happen?

3.) Counteracting cause - Won't there be other factors that will interfere with the operation of the alleged cause (e.g., better football teams)?

VII. Activities for the conclusion of the unit on persuasive discourse - speaking to influence

A. Students should analyze a complete persuasive speech from the perspective offered in this unit and earlier relevant units. The teacher may secure an acceptable persuasive speech for student analysis in a variety of ways. For example, recent issues of Vital Speeches, volumes of collected speeches with commentary like Contemporary American Speeches, copies of student work from previous semesters, and students currently involved in a forensics program may offer excellent examples for analysis.

B. Students should present four- to six-minute speeches using the skills and meeting the guidelines presented in this and earlier units.

1. Specific criteria from this unit should focus on:

a. Formation of a proper persuasive proposition

b. Proper determination of the major contentions to advance in support of the proposition.

c. Utilization of a variety of types of evidence in accord with the appropriate tests

d. Effective use of dimensions of source credibility

e. Effective use of a variety of motivational appeals

f. Demonstration of critical listening factors in the preparation and reception of messages

2. Specific criteria from earlier units would focus attention on:

   a. Delivery

      1.) Factors in the public speaking setting

      2.) Vocal delivery

      3.) Physical delivery

   b. Language Qualities

      1.) Appropriateness

      2.) Clarity

      3.) Dynamism

   c. Organization

      1.) Patterns of organization

      2.) Introduction

      3.) Conclusion

      4.) Outlining

   d. Informative discourse - sharing information

      1.) Appropriate standards shared by propositions and subject sentences

      2.) Variety of methods of amplification where appropriate

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask the student to:

A. List three general guidelines for forming the proposition of a persuasive speech

B. Select three paraphrased general guidelines for forming propositions from a list of responses

C. List three general steps for determining contentions

D. Select three paraphrased general steps for determining contentions from a list of responses

E. List three tests of specific instances, three tests of testimony, and four tests of statistics

F. Match labels of evidential tests with descriptions of the tests

G. List four dimensions of source credibility

H. Match dimensions of source credibility with descriptions of those dimensions

I. List two major classes of motivational appeals

J. Match descriptions of classes of motivational appeals with those classes

K. Identify two uses of emotional appeals, three attention diverting strategies, and appropriate tests for five common forms of reasoning

L. Match labels of critical listening factors with descriptions of those factors.

II. Some of the work performed in the learning activities may be evaluated. For example:

A. Collect and score student attempts to identify violations of the guidelines for forming propositions

B. Evaluate student analyses of sample speech fragments to determine an appropriate proposition

C. Evaluate student efforts to create propositions in line with the guidelines

D. Collect and score student attempts to identify which general steps for determining contentions have been omitted from sample situations

E. Evaluate student analyses of sample speech fragments in the light of the general guidelines for forming contentions

F. Evaluate student efforts to create contentions that meet the guidelines for forming contentions

G. Collect and score student attempts to identify violations of evidential tests

H. Evaluate student analyses of sample speech fragments from the perspective of the proper use of evidence

I. Evaluate student speeches utilizing all three kinds of evidence

J. Collect and score student attempts to identify dimensions of source credibility used in sample sentences

K. Evaluate student analyses of the use of dimensions of source credibility in sample speech fragments

L. Evaluate student speeches utilizing at least two dimensions of source credibility

M. Collect and score student attempts to identify classes of motivational appeals used in sample situations

N. Evaluate student analyses of the uses of motivational appeals in persuasive messages

O. Evaluate student speeches using both classes of motivational appeals

P. Collect and score student attempts to identify the critical listening factors that should be applied to sample sentences

Q. Evaluate student analyses of a sample hypothetical speech fragment in the light of factors of critical listening

III. The learning activities that come at the conclusion of this unit require students to operate at higher levels of analysis and synthesis using the content of the unit. Teachers may want to assign additional weight to the following learning activities when determining student grades for the unit:

A. Analysis of a complete persuasive speech from perspectives offered in this unit and earlier units

B. A four- to six-minute speech demonstrating competence in the skills of this unit and earlier units

SELECTED UNIT REFERENCES

Beardsley, Monroe C. Thinking Straight. 3d ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1966).

This is an excellent text for any serious student of argument.

Brembeck, Winston L. and Wilbur A. Howell. Persuasion: A Means of Social Influence. 2d ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1976).

Chapters three, four, and five in section two are especially helpful in their treatment of the relationships between drives, motives, and emotions.

Capaldi, Nicholas. The Art of Deception. 2d ed. (Buffalo, New York: Prometheus Books, 1975).

This book presents a kind of tongue-in-cheek treatment of persuasive strategies. The author takes the position that we really learn the fallacies of reasoning when we try to apply them ourselves.

Cronkhite, Gary. Persuasion: Speech and Behavioral Change. (New York: Bobbs-Merrill, 1969).

This book provides an excellent overview of both ancient and modern theories of persuasion. Chapter Eight on "the persuader's choices" pulls much of the theory together for the would-be persuader.

Ehninger, Douglas. Influence, Belief, and Argument: An Introduction to Responsible Persuasion. (Glenview, Illinois: Scott, Foresman and Company, 1974).

This text is an excellent guide to anyone "who wishes to sharpen his skills as a maker and critic of written or spoken arguments." Many valuable ideas are clearly presented in this concise publication. The examples and exercises are especially helpful.

Flew, Antony. Thinking Straight. (Buffalo, New York: Prometheus Books, 1977).

This book is not easy reading, but it does set you thinking about some difficult aspects of argument.

Heintz, Ann Christine. Persuasion. (Chicago, Illinois: Loyola University Press, 1970).

This source would be especially helpful for those wanting to involve various media in their treatment of persuasion.

Jeffrey, Robert C. and Owen Peterson. Speech: A Basic Text. (New York: Harper and Row, 1976).

Sections dealing with the nature of "facts" and the tests of evidence are especially well developed for the student of persuasion.

Larson, Charles U. Persuasion: Reception and Responsibility. (Belmont, California: Wadsworth Publishing, 1973).

This is one of the very few texts devoted primarily to the receiver's role in persuasive communication. It provides a variety of viewpoints from which one might better understand the persuasive strategies of others.

Newman, Robert P. and Dale R. Newman. Evidence. (Boston, Massachusetts: Houghton Mifflin, 1969).

This book provides some broad perspectives by which to consider the uses, tests, and sources of evidence.

Reike, Richard D. and Malcom O. Sillars. Argumentation and the Decision Making Process. (New York: John Wiley and Sons, 1975).

This is an excellent advanced text on the nature of argument. It considers argumentation as it occurs in a number of settings.

FOOTNOTES

[1] Charles U. Larson, Persuasion: Reception and Responsibility (Belmont, California: Wadsworth, 1973), p. 9.

[2] Gary L. Cronkhite, "Rhetoric, Communication and Psychoepistomology" in Walter Fisher, ed. Rhetoric: A Tradition in Transition (East Lansing: Michigan State University Press, 1974), p. 267.

[3] Richard D. Rieke and Malcolm O. Sillars, Argumentation and the Decision Making Process (New York: John Wiley and Sons, 1975), pp. 60-65.

[4] Carroll C. Arnold, Criticism of Oral Rhetoric (Columbus, Ohio: Charles E. Merrill, 1974), pp. 94-95.

[5] Robert C. Jeffrey and Owen Peterson, Speech: A Basic Text (New York: Harper and Row, 1976), pp. 270-284.

[6] Darrell Huff, How to Lie With Statistics (New York: W.W. Norton, 1954).

[7] Roderick P. Hart, Gustav W. Friedrich, and William D. Brooks, Public Communication (New York: Harper and Row, 1975), pp. 94-104.

[8] There are a variety of ways to treat motivational appeals. My discussion was influenced by presentations in the following sources: Brembeck, Winston L. and William A. Howell, Persuasion: A Means of Social Influence 2d ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1976); Ehninger, Douglas, Alan H. Monroe, and Bruce Gronbeck, Principles and Types of Speech Communication 8d ed. (Glenview, Illinois: Scott, Foresman and Company, 1978), and Samovar, Larry A. and Jack Mills, Oral Communication: Message and Response 3d ed. (Dubuque, Iowa: W. C. Brown, 1976).

[9] Douglas Ehninger, Influence, Belief, and Argument: An Introduction to Responsible Persuasion (Glenview, Illinois: Scott, Foresman and Company, 1974).

[10] Kenneth R. Giddens, "The War We Are Losing: We Can Reach the Masses of People by Radio," Vital Speeches 44 No. 15 (15 May 1978), pp. 477-480.

[11] R. F. Shaw, "Why Nuclear Energy! Be Thoughtful--Not Emotional," Vital Speeches 44 No. 21 (15 August 1977), p. 648.

[12] Robert R. Gibson, "What Can We Do About Consumers?--The Economics Education Gap," Vital Speeches 44 No. 7 (15 January 1978), pp. 221-223.

[13] Earl G. Graves, "Leadership Challenges in the Private Sector: What Are You Doing to Help Others?", Vital Speeches 44 No. 11 (15 March 1978), pp. 337-341.

UNIT SEVEN

SPEAKING ON CEREMONIAL OCCASIONS

INTRODUCTORY STATEMENT

> There is no other kind of speaking that makes so great a demand for dignity and for emotional rapport with an audience. And there is no other kind that requires such excellence of style. Any consideration of the functions and requirements of the speech to inspire leads to the conclusion that it should be considered the capstone of public speaking.[1]
>
> Robert Oliver and Rupert Cortright
> Effective Speech

Professors Oliver and Cortright suggest the significance of inspirational or ceremonial speaking. The primary function of this type of speech is to reinforce, directly or indirectly, values that are important to a group of listeners. Both speakers and listeners may benefit from a better understanding of ceremonial speaking designed to intensify social cohesion. Speakers need to develop skill in analyzing and satisfying audience expectations and the requirements of the occasion. Speakers must be able to give compelling expression to beliefs, attitudes, and values because audiences have high standards for eloquence in ceremonial speeches. Listeners can gain a greater awareness of the role of values in shaping decisions and actions. Listeners as individuals may grow to appreciate the social bonds which unite them with other people. Cooperative effort may increase and become more successful when speakers and listeners have publicly focused on their shared values.

Instruction in the forms and methods of ceremonial speaking may not be all that it could be in the present secondary school speech communication classroom. Too often this type of speaking is totally ignored. Ceremonial speech is unjustly criticized because many speakers are unable to demonstrate the skills which the form requires. Individual speakers may be faulted for their lack of competence, but ceremonial speaking should retain its significance. Sometimes ceremonial speeches are thrown into a miscellaneous or catch-all kind of speaking unit including such things as impromptu speaking, after dinner speaking, using a microphone, answering questions, and interviewing. Treated in this manner, their important role as reinforcers of shared values is overlooked. In addition, casual treatment of ceremonial speaking does not encourage thoughtful analysis of the influences of audience expectations and occasions. Students miss valuable opportunities to develop their communication skills when ceremonial speaking is not given proper attention as an important speech type.

The purpose of this unit is to improve both speaking and listening skills related to ceremonial discourse. The first section focuses on three characteristics of ceremonial discourse that help to distinguish it from other types of speech. The second section presents ten types of ceremonial speeches; the ceremonial functions and ideas related to each type are discussed. The third section identifies guidelines for superior ceremonial speeches; criteria are presented by which to judge the excellence of ceremonial speech. Taken as a unit, the three sections should improve both speakers' and listeners' understanding of ceremonial discourse.

As teachers approach the teaching of ceremonial speech they should be especially aware of three aspects of this unit. Teachers should consider the type of classroom situations they want to create for these speeches. Asking students to imagine artificial occasions and audiences may not be very successful. A variety of ceremonial speech types may be given without having to pretend that students are other people in other places. It is important to establish a climate where students feel free to express personal feelings and sensibilities on subjects close to them. Use of the manuscript method of delivery may be advisable. Students should practice enough with their manuscripts to be sure that desirable vocal and physical delivery is not inhibited. Teachers may do well to caution their students about a typical downfall of ceremonial discourse--beautifully expressed and well delivered speeches devoid of substance. Students need help capturing the style necessary for this type of message without being vacuous. Teachers should emphasize that success is built on the use of concrete methods of amplification combined with striking language.

INSTRUCTIONAL OBJECTIVES

I. INSTRUCTIONAL OBJECTIVES FOR DISTINCTIVE FEATURES OF CEREMONIAL SPEECHES

A. The student will be able to identify three distinctive features of ceremonial speeches.

B. The student will be able to select three paraphrased distinctive features of ceremonial speeches from a list of responses.

C. Given descriptions of speech situations, the student will be able to determine whether speeches given in those situations would be ceremonial.

II. INSTRUCTIONAL OBJECTIVES FOR TYPES OF CEREMONIAL SPEECHES

A. The student will be able to list ten types of ceremonial speeches.

B. The student will be able to match descriptions of ten types of ceremonial speeches with those speech types.

C. Given short speech fragments, the student will be able to identify the type of ceremonial speech from which they were taken.

D. The student will be able to analyze sample speeches to determine how well they satisfy ceremonial purposes and audience expectations.

E. Given short descriptions of ceremonial occasions, the student will be able to create a list of ideas that would be appropriate to those occasions.

III. INSTRUCTIONAL OBJECTIVES FOR GUIDELINES FOR ACHIEVING EXCELLENCE IN CEREMONIAL SPEAKING

A. The student will be able to list three guidelines for achieving excellence in ceremonial speaking.

B. The student will be able to match the three guidelines for achieving excellence in ceremonial speaking with descriptions of those guidelines.

C. Given short descriptions of ceremonial speaking occasions, the student will be able to identify the guidelines for excellence that are violated.

D. The student will be able to analyze a sample speech fragment in the light of the three guidelines for achieving excellence in ceremonial speaking.

E. Given instances of ceremonial discourse that violate the guidelines for achieving excellence, the student will be able to rewrite the instances to meet the guidelines.

CONTENT OUTLINE

I. Ceremonial speeches have three distinctive features.

- A. The primary purpose of ceremonial speeches is to sustain and intensify pre-existing beliefs, attitudes, and values.[2]
  - 1. The speaker tries to amplify and illustrate ideas rather than to argue for or justify claims.
  - 2. The speaker tries to establish new connections between familiar ideas, beliefs, and attitudes and positive or negative audience values.
- B. Ceremonial speeches must conform to audience expectations.
  - 1. Audience expectations impose limitations on the subject matter.
  - 2. Audience expectations impose limitations on the treatment of the subject matter.
- C. Ceremonial speeches are characterized by eminence in language usage.
  - 1. On ceremonial occasions people believe that talk of a public sort is required. The ceremonial speech becomes an integral part of the occasion and must reflect through language the dignity, solemnity, and formality of the occasion.

2. The speaker need not concentrate as much on originality of ideas, but must demonstrate superiority in illustration and phrasing.

II. There are ten major types of ceremonial speeches

A. A welcoming speech extends greetings to visitors or new members of an organization.

1. Welcoming speeches usually serve two ceremonial functions:

a. The speech expresses genuine sentiments of hospitality.

b. The speech serves to create good feelings between members of the audience and the individual being welcomed.

2. Certain kinds of ideas are typically included in a welcoming speech. Audience members expect to hear:

a. Why and for whom you are speaking

b. Complimentary remarks that relate the values and goals of the person(s) welcomed to the values and goals of the group extending the welcome

c. A prediction of enjoyable and successful times because the visitor or new member is with the group

B. A presentation speech pays tribute to a person receiving an award.

1. Speeches of presentation usually serve two ceremonial functions:

a. They cause the audience to realize that the right person has been chosen for the award.

b. They encourage audience members to recommit themselves to the values and qualities the award is intended to symbolize.

2. Certain kinds of ideas are typically included in a speech of presentation. Audience members expect to hear about:

a. The nature, significance, and value of the award itself

b. The recipient's qualities that make the award appropriate in this case. (These qualities may include personality traits, outstanding achievements, and influences on others,)

C. An acceptance speech follows the presentation of an award, honor, or gift.

1. An acceptance speech usually serves three ceremonial functions:

a. The speech expresses the recipient's sincere gratitude

b. The speech creates good feelings between those who have given the award and the person(s) receiving it.

c. The speech serves to honor and elevate values which are implicit in the ceremony.

2. Certain kinds of ideas are typically included in an acceptance speech. Audience members expect to hear:

a. Expressions of appreciation and gratitude for the recognition being granted

b. Acknowledgement of assistance from others in winning the award

c. Expressions of anticipated pleasure in using the award or remembering the donors

d. Evidence that the speaker possesses the qualities the award is meant to honor

D. A eulogy pays tribute to the lives of individuals or members of a group.

   1. A eulogy usually serves two ceremonial functions:

      a. The speech helps the audience recognize the essential worth of the person(s) being eulogized.

      b. The speech inspires audience members to emulate the individual praised in the eulogy.

   2. Certain kinds of ideas are typically included in a eulogy. Audience members expect to hear:

      a. Expressions of appropriate personal and audience grief

      b. Discussion of the admirable qualities that characterized the eulogized person

      c. Suggestions regarding the values of the deceased person that should be emulated by those people who remain

E. A farewell speech gives public recognition to the departure of a group member.

   1. A farewell speech usually serves two ceremonial functions:

      a. The speaker is expressing his/her official "good by" to those who are assembled.

      b. Audience members and the speaker formally acknowledge that a change in their relationship is occurring.

   2. Certain kinds of ideas are typically included in a farewell speech. Audiences expect to hear:

      a. Remarks expressing the speaker's personal relation to the people and place he/she is leaving

      b. Statements about the emotions the individual is experiencing as he/she leaves

      c. Favorable predictions for the future

F. Inaugural speeches mark the transfer of leadership.

   1. Inaugural speeches usually serve two ceremonial functions:

      a. The speech suggests in broad terms how the new leader intends to proceed in the administration of his/her duties and responsibilities.

      b. The speech serves to reunite people in their commitment to central goals and values.

   2. Certain kinds of ideas are typically included in an inaugural speech. Audience members expect to hear:

      a. Positive references to successful and honored personalities and practices of the past

      b. Magnification of those beliefs, values, and traditions that unify members of the group

      c. Overview sketches of what the speaker foresees in the future--including challenges and opportunities

G. A commencement speech signals the completion of programs of study.

   1. Commencement speeches usually serve two ceremonial functions:

a. The speech honors those who have completed the program while deepening audience appreciation for the significance of the event.

b. The speech inspires the graduates to seek ever higher levels of excellence and achievement.

2. Certain kinds of ideas are typically included in a commencement speech. Audience members expect to hear:

a. Comments about the sacrifices that were made to reach this moment

b. Discussion of the nature of the world the graduates are about to enter

c. Positive remarks about the opportunities for the graduates to contribute to the working of a better world

H. A commemorative speech remembers or celebrates important events or actions. Particular persons may be associated with that being commemorated.

1. Commemorative speeches usually serve two ceremonial functions:

a. The speech impresses audience members with the worth and essential significance of the event or action being remembered.

b. The speech strives to inspire the audience to learn valuable lessons from the event or action being remembered.

2. Certain kinds of ideas are typically included in a commemorative speech. Audience members expect to hear:

a. Detailed descriptions of the event or action being commemorated

b. Discussion of vital ideas and values associated with the event

c. Statements relating the commemorated event and life in the present day

I. A speech of dedication marks the completion of a structure or task.

1. Dedication speeches usually serve two ceremonial functions:

a. The speech is designed to honor the efforts of those who made the project possible.

b. The speech is designed to highlight what the completed project will mean to the life of the larger community.

2. Certain kinds of ideas are typically included in a speech of dedication. Audience members expect to hear:

a. Descriptions of the efforts involved in completing the project

b. Statements about how the completed project will benefit others

J. A keynote speech signals the beginning of a meeting.

1. Keynote speeches usually serve two ceremonial functions:

a. The speech is designed to highlight the forces that unify group members as they begin their task.

b. The speech is designed to inspire audience members to concentrated effort.

2. Certain kinds of ideas are typically included in a keynote speech. Audience members expect to hear:

a. Reassurances that the work they will be doing is important

b. Reasons why they may be confident of success in the completion of their task

III. There are three useful guidelines for achieving excellence in ceremonial speeches.[3]

A. A ceremonial speech should satisfy the ceremonial requirements of the occasion.

1. The speech should satisfy the ceremonial functions of the occasion.

2. The speech should satisfy audience expectations regarding the appropriate ideas to be included in the speech.

B. A ceremonial speech must focus on appropriate values for perpetuation or rejection. The ceremonial speaker should:

1. Consider the subject of the speech and the audience's general value structure

2. Consider the common topics of praise and blame. Aristotle provided advice on this point when he discussed the elements of virtue. Things done by them, any signs of them, and things done in the manner of them are noble. Aristotle identified the following elements of virtue:[4]

a. Justice

b. Courage

c. Temperance

d. Magnificence

e. Magnanimity

f. Liberality

g. Gentleness

h. Prudence

i. Wisdom

3. Determine which criteria the audience will use when deciding whether or not to attribute a certain value to a subject (e.g., If courage is a relevant value, then what standards will the audience use when deciding whether or not someone demonstrates courage?)

4. Analyze the subject of the speech to discover qualities, actions, attitudes, beliefs, etc. that will meet the audience's criteria for the relevant value (e.g., if the audience considers physical suffering for beliefs evidence of courage, then the speaker should demonstrate how the subject has suffered for beliefs.)

C. A ceremonial speech should give compelling expression to the values selected. Compelling expression should be given through:

1. Coherent organization

2. Excellence in the use of methods of amplification

3. Excellence in language usage

4. Excellence in delivery

LEARNING ACTIVITIES

I. Activities related to the three distinctive features of ceremonial speeches

A. A beginning step for students is the ability to list the three distinctive features of ceremonial speeches. A sample listing would be:

1. A primary purpose of sustaining and intensifying pre-existing beliefs, attitudes, and values

2. The strong need to conform to audience expectations

3. Eminence in language usage

B. Students should select three paraphrased distinctive features of ceremonial speech from the responses that follow. Students should place a check mark next to the phrases that reflect a distinctive feature.

1. ___ Length of time required for delivery

2. ___ Generally heard only in democratic societies

3. (✓) Role of audience expectations in shaping content and treatment

4. ___ Size of audiences assembled to hear the speech

5. (✓) High standards for expression of ideas through language

6. ___ Limited to certain times of the year

7. (✓) Focuses on reaffirmation of existing beliefs rather than conversion to new beliefs

C. Below, the student is provided with brief descriptions of situations in which some type of speech is likely to be appropriate. The student should determine whether the speech to be given in each situation would be ceremonial. Write the word "ceremonial" in the space provided if the situation described seems appropriate for that type of speech.

1. ________ An angry mob has gathered in the super market parking lot to protest increased prices on fresh fruits and vegetables. The store manager tries to calm the group and explain her new pricing policy.

2. (ceremonial) Members of the high school band are having their annual banquet. The director of the marching band is retiring this year after thirty years of service to the school district.

3. ________ Every weekday morning several local business people have coffee together at a downtown cafe. A candidate for city council drops by the group today.

4. ________ Tom has been named Master of Ceremonies for this year's Variety Show. Entertainment is supplied by talented students through skits, songs, dances, instrumental selections, and magic shows.

5. (ceremonial) The eight foreign exchange students who will be studying at the high school this year will be at tomorrow's beginning of the year assembly. The guidance counselor in charge of the exchange program has asked the principal to say a few words.

6. (ceremonial) Scout leaders from all over the country have gathered for a week at Camp Philmont to consider new directions for scouting. The leader of the conference from the national office is scheduled to speak with all of the scout masters on the first morning after they arrive.

II. Activities related to the ten major types of ceremonial speeches

A. Teachers will want to be sure that students know the ten major types of ceremonial speeches described in the content outline before more challenging activities are introduced. Teachers may ask students (working individually or in small groups) to:

1. Name the ten major types of ceremonial speeches. A sample response would be:

   a. Welcoming speech

   b. Presentation speech

   c. Acceptance speech

   d. Eulogy

   e. Farewell speech

   f. Inaugural speech

   g. Commencement speech

   h. Commemorative speech

   i. Dedication speech

   j. Keynote speech

   (Any order is acceptable)

2. Match the names of ten ceremonial speech types with the brief descriptions that follow. There is one best answer in each case.

a. (Eulogy) Favorably remembers the dead

b. (Dedication) The significance of completed tasks is noted

c. (Welcoming) Extends hospitality to newcomers

d. (Commencement) Graduates are honored

e. (Presentation) Honors the achievements of a person

f. (Farewell) Part of formal leave-taking

g.. (Acceptance) Expresses appreciation for recognition

h. (Keynote) Stresses the importance of group deliberations

i. (Inaugural) Appropriate when taking office

j. (Commenorative) Past events are remembered

B., Students should identify the following speech fragments according to the type of ceremonial speech in which they occur.

1. (Farewell) These have been an enjoyable three years together. Together we have discovered and explored many exciting areas. I leave confident that my replacement will benefit from the same supportive climate you offered me.

2. (Presentation) We have a very deserving recipient tonight. Barbara Benson's many civic projects have enriched our community. We are proud to recognize her as our "Citizen of the Year."

3. (Eulogy) Michael was a leader, and we will miss the enthusiasm and courage he brought to every task. We should not be content to let his dynamic spirit die with him. His example can inspire our future efforts.

4. (Commencement) We celebrate your achievements and the bright potential you represent. The intelligence you have demonstrated here will be tested in new ways. If you trust in your proven abilities, your future rewards will be great.

5. (Welcoming) On behalf of the Milwaukee Chamber of Commerce I want to voice our appreciation for your visit to our city. Your life has been dedicated to encouraging humane progress. We in the Chamber share your goals. We are confident that the time you spend here will be rewarding for everyone.

6. (Dedication) Five years ago a small group of individuals committed themselves to a dream. That dream has become a reality in our new Cancer Research Center. The work carried on here will benefit our entire society.

7. (Inaugural) I step into this position at a time of great promise for the future of our organization. Susan has managed our activities well. We are in an excellent position to expand our overseas programs.

8. (Keynote) We have gathered to complete an important task. The deliberations of the next few days will require our finest effort. We have enough talent and dedication assembled here to accomplish great things together.

9. (Acceptance) I wish this stage was large enough to hold the many talented and unselfish people who have encouraged me. They kept me going when it would have been easy to quit. I will wear this medallion proudly as a symbol of what we have been able to achieve together.

10. (Commenorative) When they met seventy-five years ago today in Philadelphia, they had no idea that the fundamental principles of justice and personal integrity that they were writing into their laws would survive to influence future generations. We would do well to remember those principles as we face the political turmoil of today.

C. Students should analyze the following sample speech fragments to determine how well they satisfy ceremonial purposes and audience expectations.

1. Commencement. Elreta Alexander, District Court Judge, Guilford County, North Carolina, delivered this commencement address at Greensboro Day School, Guilford County, North Carolina, June 4, 1976.[5] The excerpt below suggests some of the principal themes developed in the address:

"It is apparent that you and our younger citizens who are moving toward the mantel of leadership are a better prepared, better equipped species. I commend you and all who have contributed to your arrival at this plateau, this launching pad for new horizons.... 1976 is a very important year in the annals of your lives, in the annals of the United States, and in the history of the world. To you, it is the commencement, the beginning of what you had anticipated would be a pleasant journey on your road to life...To "We the people" of the United States, it is the 200th anniversary of the greatest political statement...To the world, it is a year of decision--an option for or against continuing existence on this space ship we call earth, this planet we call home.... WHAT IS IN YOUR HAND? Are you willing to test your faith against the bigots, the diehards, the tempters of disaster?...ARE YOU WILLING TO CLIMB THE ROUGH SIDE OF THE MOUNTAIN? It is the only way to the top. You will never attain the heights on the slick side.... Dare to be different. Dare to be your creative self."

In evaluating student analyses of this sample speech fragment, the teacher may wish to consider the following:

a. The speaker honors the graduates and notes the significance of their accomplishments.

   1.) Judge Alexander notes that these graduates are "a better prepared, better equipped species."

   2.) Specific congratulations are offered when the judge says "I commend you and all who have contributed to your arrival at this plateau."

b. The speaker refers to the nature of the world the graduates are about to enter.

   "1976 is a very important year...To the world, it is a year of decision--an option for or against continuing existence on this space ship we call earth,..."

c. The speaker urges the graduates to apply creatively the knowledge and skills they have acquired.

   "WHAT IS IN YOUR HAND? Are you willing to test your faith against the bigots, the diehards, the tempters of disaster?...

   Dare to be different. Dare to be your creative self."

d. The speaker urges the graduates to seek ever higher levels of achievement.

   1.) The graduates' present position is a "plateau, this launching pad for new horizons."

   2.) Life ahead is a mountain and the graduates are challenged with "ARE YOU WILLING TO CLIMB THE ROUGH SIDE OF THE MOUNTAIN? It is the only way to the top. You will never attain the heights on the slick side."

2. Inaugural. President Jimmy Carter delivered his inaugural address to the American people from Washington, D.C. on January 20, 1977.[6] Excerpts from his address follow:

"Two centuries ago, our Nation's birth was a milestone in the long quest for freedom. But the bold and brilliant dream which excited the Founders of this Nation still awaits its consummation. I have no new dream to set forth today, but rather urge a fresh faith in the old dream.... We have already found a high degree of personal liberty, and we are now struggling to enhance equality of opportunity. Our commitment to human rights must be absolute, our laws fair, our national beauty preserved; the powerful must not persecute the weak, and human dignity must be enhanced.... And I join in the hope that when my time as your President has ended, people might say this about our nation:

--that we had remembered the words of Micah and renewed our search for humility, mercy, and justice:

--that we had torn down the barriers that separated those of different race and region and religion and where there had been mistrust, built unity, with a respect for diversity:

--that we had found productive work for those able to perform it;..."

In evaluating student analyses of this sample speech fragment, the teacher may wish to consider the following:

a. The speaker makes positive references to the past.

"...the bold and brilliant dream which excited the Founders of this Nation still awaits its consummation. I have no new dream..., but rather urge a fresh faith in the old dream..."

b. The speaker recites commitment to central values and goals like "a high degree of personal liberty," "equality of opportunity," "commitment to human rights," fair laws, and the enhancement of human dignity.

c. The speaker provides an overview sketch of some of his goals for the future. These goals include:

1.) A renewed search for humility, mercy, and justice

2.) The tearing down of barriers separating different races, regions, and religions

3.) Finding productive work for those able to perform it

3. Farewell. Former Secretary of State Henry A. Kissinger spoke to the National Press Club in Washington, D.C. on January 10, 1977.[7] Excerpts from his address follow:

"I believe that we have emerged from one of the most trying decades in our history with new maturity, with the foundations of a long-term policy in place, with the world and America more tranquil than we found them and with considerable opportunities for constructive achievement before us.... You and I have been reasonably good protagonists. The jokes and the conflicts, the cooperation and pain that we have had over the past eight years reflect the fact that, under our system, the press and the government are natural sparring partners that nevertheless need each other.... This may be the occasion to say that for all my needling, I have admired the objectivity, the honesty and fundamental fairness of the press corps which covers the Department of State and the White House.... I would be hypocritical if I pretended that to part is easy. I envy you the excitement, the responsibility, the opportunities that will be yours. I shall never forget how hard you tested me. I shall always cherish the experiences we enjoyed together. And I will think of you with affection tinged with exasperation."

In evaluating student analyses of this sample speech fragment, the teacher may wish to consider the following:

a. The speaker reflects on the quality of the relationships and experiences he has had with his audience.

1.) He notes that the press and the Secretary of State have been "reasonably good protagonists."

2.) He refers to their roles as "natural sparring partners that nevertheless need each other."

3.) He expresses his admiration for the objectivity, honesty, and fairness of the press corps.

b. The speaker shares the emotions he is experiencing as he leaves.

1.) He says it would be hypocritical to pretend that parting is easy.

2.) He admits envy over the opportunities he will miss.

3.) Overall his feelings are "affection tinged with exasperation."

c. The speaker makes favorable predictions for the future. Based on his view of our new maturity, existing foundations for a long-term policy and a more tranquil world, Kissinger believes the United States has "considerable opportunities for constructive achievement."

4. Commemorative Speech. M.F. Weisner, Admiral, United States Navy, spoke to the Joint Navy League in Honolulu, Hawaii on October 14, 1975.[8] Excerpts from the address are printed below.

"Today is a significant day for the United States Navy. This is the first day of the Navy's Third Century....no one in the fall of 1775 ever dreamed of the major position the United States, and its Navy, would occupy in world affairs 200 years later.... The Navy's traditions are a significant part of America's heritage.... The Navy has fought to build, and to preserve this democracy, and all that it stands for. It has fought, when necessary, because it was the will of the American people to fight.... The Navy stands, as always, ready to serve the interest of the American people. How well the Navy is able to serve depends upon how much importance the American public attaches to the Navy.... This is the time for the American public to voice its concern...about our Navy, our entire defense establishment, remaining second to none. If Americans do voice their concern, Congress will listen and will act to ensure we do have the resources to do our job.

In evaluating student analyses of this sample speech fragment, the teacher may wish to consider the following:

a. The speech would probably have been strengthened by the inclusion of a description of events leading up to the founding of the United States Navy. The speaker moves too quickly into the need for public support without giving sufficient attention to the founding of the Navy itself.

b. The speaker focuses on values and ideas that are appropriate for his audience:

1.) The will of the American people to fight

2.) The degree of importance the American people attach to the Navy

c. The speaker relates the commemorated event to the present day by stressing that Americans have a responsibility to see that the modern Navy remains second to none.

5. Keynote Speech. On July 12, 1976, Barbara Jordan, U.S. Congresswoman from Texas delivered a keynote address to the Democratic National Convention in New York City.[9] An excerpt is printed below.

"...what is it about the Democratic Party that makes it the instrument the people use when they search for ways to shape their future?... It is a concept deeply rooted in a set of beliefs firmly etched in the national conscience, of all of us...we believe in equality for all and privileges for none.... We believe that the government which represents the authority of all people...has an obligation...to remove those obstacles which would block individual achievement.... We have a positive vision of the future founded on the belief that the gap between the promise and reality of America can one day be closed.... In this election year we must define the common good and begin again to shape a common good and begin to shape a common future. Let each person do his or her part.... I have confidence that we can form that kind of national community. I have confidence that the Democratic party can lead the way."

In evaluating student analyses of this sample speech fragment, the teacher may wish to consider the following:

a. The speaker focuses on common beliefs and values which she believes unite the Democratic Party. These include "equality for all," "the authority of the people," the government's responsibility to remove obstacles to individual achievement, and a belief that America can live up to its dream.

b. The speaker reassures her audience that the work they will be doing is important.

    1.) She makes audience members part of "the instrument the people use when they search for ways to shape their future."

    2.) She gives her audience the difficult task of defining and shaping a common good and beginning to shape a common future.

c. The speaker expresses her confidence in the abilities of her audience members.

    "I have confidence that the Democratic Party can lead the way."

D. Students should create lists of topic ideas which would be appropriate for the ceremonial occasions described below.

1. As Student Body President you have been asked to be the student speaker at a ceremony dedicating the new high school gymnasium. You don't participate in any athletics, but you are very active in your school's theater productions. You know that sections of the theater are badly in need of repair, but the school board decided to put the money toward the new gym instead. The high school principal, the athletic director, the superintendent, and members of the school board will be sharing the platform with you. Audience members will include students, faculty, parents, and interested members of the community.

    Teachers may wish to consider the following when evaluating student work:

    a. Students should resist a temptation to err in either of two ways:

        1.) Criticizing the school board's decision-making practices

        2.) Presenting a persuasive speech in favor of the needed theater repairs

    b. Topics to consider would include:

        1.) How the efforts of many determined and united people led to the completion of the new gymnasium

2.) The excellent way your community responds to the needs of students

3.) How a completed structure like this adds so much to many people's experiences--students, contestants, and spectators (here you could draw a parallel to other parts of the school)

2. As editor of the school paper you have been asked to present the Student Journalist of the Year Award at the school's honors assembly. You recognize that the student who got the most votes this year has talent, but you think this year's competition became too much of a personal popularity contest.

   Teachers may wish to consider the following when evaluating student work:

   a. It would be inappropriate for the speaker to find fault with the method of selection of this year's recipient.

   b. Topics to consider would include:

      1.) An emphasis on the potential this journalist has demonstrated--note how the award could spur the student on to higher levels of achievement

      2.) The qualities the award is meant to honor as demonstrated by the recipient

      3.) The lasting traits and characteristics the award is meant to symbolize

3. You have just been elected Junior Class President. Several groups have ill feelings about your position. Last year the individual who was your Sophomore Class President made a mess of things. That person was proven incapable of handling responsibility and meeting obligations, but managed somehow to keep the position until the end of the year. You will be speaking only to members of the Junior Class at the beginning of the year assembly.

   Teachers may wish to consider the following when evaluating student work:

   a. It would be inappropriate for the speaker to criticize the work of his/her predecessor. This is not the occasion for emphasizing how similar mistakes will not be made.

   b. Topics to consider would include:

      1.) The positive values and goals that unite members of the class

      2.) The promise of new opportunities

      3.) The major challenges that the class will face together

III. Activities related to guidelines for achieving excellence in ceremonial speaking

   A. Teachers will want to be sure that students understand the basic guidelines from the content outline before moving on to more difficult activities. Teachers may ask students working individually or in small groups to:

      1. List three guidelines for achieving excellence in ceremonial speaking. A sample response would be:

a. Satisfy the ceremonial requirements of the occasion

b. Focus on appropriate values for perpetuation or rejection

c. Give compelling expression to the values selected

2. Match the guidelines for achieving excellence in ceremonial speaking with the descriptions below. The guidelines may be abbreviated to: satisfy requirements, focus on appropriate values, and give compelling expression.

   a. (Compelling expression) Themes are arranged around a central purpose and ideas are illustrated in a variety of vivid ways.

   b. (Satisfy requirements) Audience expectations are analyzed and met.

   c. (Focus on appropriate values) Appropriate positive and negative themes are treated.

B. Students should identify the guidelines being violated in the following descriptions of ceremonial speaking occasions. The guidelines may be abbreviated to: satisfy requirements, focus on appropriate values, and give compelling expression. If none is violated, write "none" in the space provided.

   1. (Focus on appropriate values) A speaker stresses the greediness and selfishness of the departed doctor.

   2. (Satisfy requirements) A speaker makes a plea for increased industrial production whatever the environmental costs. The speech is delivered to members of the Sierra Club at a dedication of their new headquarters.

   3. (Compelling expression) The speaker is unable to illustrate or amplify the idea that the new music building will make significant contributions to the community.

   4. (Satisfy requirements) A baseball player receiving the Most Valuable Player Award comments on his own initiative and sacrifice but says nothing of his fellow players' contributions to team success.

   5. (None) A speaker highlights how the charitable and selfless acts of this year's winner make her the perfect recipient of the Humanitarian Award.

   6. (Compelling expression) A speaker relies on worn out metaphors and trite expressions to capture the significance of a past event for our generation.

   7. (Focus on appropriate values) A speaker commemorating the day Allied forces landed at Normandy chooses to highlight the importance of isolationism and peace at any price.

   8. (None) A speaker succeeds in making graduates feel good about their accomplishments and inspires them to improve the world.

C. Students should analyze the following sample speech fragment in the light of the three guidelines for achieving excellence in ceremonial speaking. This excerpt was taken from the Presidential Inaugural Address of the late John Fitzgerald Kennedy.[10] It was delivered from Washington, D.C. on January 20, 1961. It was addressed primarily to the American people, but a speech of this stature always has multiple audiences including world heads-of-state and people everywhere.

"In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need--not as a call to battle, though embattled we are--but a call to bear the burden of a long twilight struggle, year in and year out, 'rejoicing in hope, patient in tribulation'--a struggle against the common enemies of man: Tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have geen granted the role of defending freedom in its hour of maximum danger.

I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: Ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man."

In evaluating student analyses of this sample speech fragment, teachers may wish to consider the following:

1. Satisfying the ceremonial requirements of the occasion

   The speaker redirects audience attention to central goals and values when he calls his audience to test its "national loyalty" in "a struggle against the common enemies of man: Tyranny, poverty, disease, and war itself." Members of the audience are given "the role of defending freedom" and working together "for the freedom of man."

   The speaker indirectly reminds the audience of honored personalities from the past when sections of his address echo the words of earlier presidents. Kennedy echoes Abraham Lincoln when he says "In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course." Kennedy echoes Franklin D. Roosevelt when he says "In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger." The speaker also refers to honored past actions when he refers to "the graves of young Americans who answered the call to service surround the globe."

   The speaker provides a broad overview of the challenges and opportunities he sees ahead when he talks of "a struggle against the common enemies of man: Tyranny, poverty, disease and war itself." Our task is to "forge against these enemies a grand and global alliance... that can assure a more fruitful life for all mankind."

2. Focusing on appropriate values for perpetuation or rejection

The speaker calls us to unite against common enemies: "Tyranny, poverty, disease and war itself." Kennedy urges his audience to demonstrate "national loyalty" in working together "for the freedom of man."

3. Giving compelling expression to the values selected

Coherent organization - this brief excerpt is built on the theme of national loyalty against common enemies and for freedom. The excerpt concludes with a larger sense of loyalty which would include all nations working together for the freedom of all humankind.

Language usage - Several figures of speech add to the vividness of this passage. Antithesis is evident in "not as a call to bear arms, though arms we need - not as a call to battle, though embattled we are" and the closing memorable ideas, "ask not what your country can do for you - ask what you can do for your country...Ask not what America will do for you, but what together we can do for the freedom of man." Metaphor is evident in "The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it - and the glow from that fire can truly light the world." Climax may be seen in the movement from Americans asking what they can do for their country to citizens of the world asking what together can be done for the freedom of man.

D. Students should rewrite the following mini-speeches to meet the guidelines for achieving excellence in ceremonial speaking.

1. Acceptance Speech

Situation

The local chapter of the American Legion is awarding a six hundred dollar college scholarship to a graduating high school senior. Criteria for the award are good citizenship, superior scholarship, and service to others. The scholarship is presented at the annual Honors Convocation at the high school. Students, faculty, administrators, parents, and interested community members are in the audience.

Student Speech

I deserve this award and many others like it because I am a small example of what makes this country so nice. It's no big deal for me to win this Legion thing because I'll be getting plenty of money from other people, too. I've sailed through a lot of easy high school courses and now I'm ready to tackle some college stuff. I'm going to make myself very happy with these bucks. Thanks, fellas.

In revising this acceptance speech, students should be concerned with:

a. Satisfying ceremonial requirements

1.) Expressing sincere gratitude

The speaker makes it sound like the American Legion should thank him for accepting the award! He claims he deserves it and it's "no big deal" to win. The closest he comes to expressing gratitude is "thanks, fellas."

2.) Acknowledging assistance

No one else is given any credit for contributing to the speaker's success. "I" plays a big part in the speaker's vocabulary and thinking.

3.) Anticipating pleasure and remembering the donor

The speaker says he is anxious to try "college stuff" and make himself happy with the money. One doubts if the speaker will recall those people who contributed to his future pleasure.

4.) Demonstrating qualities the award is meant to honor

The speaker belittles any claim to scholarship (sailed through easy classes) and does not seem concerned enough about anyone else to demonstrate citizenship or service.

b. Focusing on appropriate values

The appropriate values are those the award is meant to honor: citizenship, scholarship, and service to others. The speaker does little to suggest he possesses those qualities.

c. Giving compelling expression to the selected values

The speaker's language does not fit the occasion in tone nor is it original. He uses very common and uninspiring words (e.g., swell, nice, big deal, stuff, etc.)

2. Welcoming Speech

Situation

A professional violinist from the metropolitan symphony will be working with members of the high school orchestra for a week. On Saturday evening he will join the orchestra in a concert open to the public. This afternoon he is being welcomed at a special convocation for all students involved in music programs at the high school.

Student Speech - President of the Orchestra

Finally your busy schedule allowed you to spend a little of your precious time with us kids. I better tell you that a lot of us are in music now because our parents forced us to take lessons when we were younger. Recently my old man told me I better keep playing if I knew what was good for me. You're a big hot shot professional and we're really beginners so we're as different as night and day in desire and talent. Let's hope this week isn't a complete waste. And by the way, please don't work us too hard.

In revising this welcoming speech students should be concerned with:

a. Satisfying ceremonial requirements

1.) The speaker fails to make clear why and for whom she is speaking.

2.) The student is so concerned about her own comfort that she fails to offer any assistance or support which might make the violinist's visit more enjoyable.

3.) The speaker may be creating ill feelings between the violinist and the orchestra when she seems to chide him for "finally finding" some "precious time" to be with "kids."

4.) No effort is made to relate the professional's goals or ideals to orchestra members' goals. It seems the speaker feels coerced into playing an instrument and cannot see beyond her parents' demands.

5.) The speaker does not predict enjoyable or successful times now that the guest has arrived. She just hopes it all isn't a waste of time.

b. Focusing on appropriate values

No mention is made of the values associated with learning and playing music. The speaker suggests that the guest and student members of the orchestra are far apart in their goals.

c. Giving compelling expression to the selected values

The speaker's language does not fit the occasion. She relies on her everyday conversational vocabulary and at times uses words which might offend the guest musician (e.g., "hot shot").

IV. Activities for the conclusion of the unit on ceremonial discourse

A. Students should analyze a complete ceremonial speech from the perspective offered in this unit and preceeding relevant units. The teacher may secure an acceptable ceremonial speech in a variety of ways. For example, recent issues of Vital Speeches, volumes of collected speeches with commentary like Contemporary American Speeches, copies of student work from earlier semesters, and students currently involved in a forensics program may offer excellent examples for analysis.

B. Students should present four- to six-minute ceremonial speeches using the skills and meeting the guidelines presented in this and earlier relevant units.

INSTRUCTIONAL ASSESSMENT

I. A unit test may be constructed to evaluate student understanding of basic terms and concepts. Items that could be included in the test to check understanding at recall and comprehension levels would ask students to:

A. List three distinctive features of ceremonial speeches

B. Select three paraphrased distinctive features of ceremonial speeches from a list of responses

C. List the ten major types of ceremonial speeches

D. Define (in his/her own words) ten types of ceremonial speeches

E. List three guidelines for achieving excellence in ceremonial speeches

F. Explain (in his/her own words) three guidelines for achieving excellence in ceremonial speeches

II. Some of the work prepared in the learning activities may be evaluated. For example, the teacher may choose to:

A. Collect and score student efforts to determine whether ceremonial speeches would be appropriate in certain situations

B. Collect and score student efforts to identify the type of ceremonial speech in which given speech fragments would occur

C. Evaluate student analyses of speech fragments in the light of ceremonial requirements

D. Evaluate student lists of topic ideas that would be appropriate for certain ceremonial occasions

E. Collect and score student efforts to identify violations of the guidelines for ceremonial speeches

F. Evaluate student analyses of speech fragments from the viewpoint of guidelines for achieving excellence

G. Evaluate student attempts to rewrite instances of ceremonial discourse in accordance with the guidelines

III. The learning activities that come at the conclusion of this unit require students to operate at higher levels of analysis and synthesis using the content of the unit. Teachers may want to assign additional weight to the following learning activities when determining student's grades for the unit:

A. Analysis of a complete ceremonial speech from perspectives offered in this unit and earlier units

B. A four-to-six minute speech demonstrating competence in the skills of this unit and earlier units

SELECTED UNIT REFERENCES

Culp, Ralph B. Basic Types of Speeches. (Dubuque, Iowa: Wm. C. Brown, 1968).

This book is especially helpful for those seeking advice on the organization of ideas in ceremonial speeches.

King, Robert C. Forms of Public Address. (Indianapolis, Indiana: Bobbs-Merrill, 1969).

King spends considerable time discussing methods of amplification used in ceremonial speeches. Specimen speeches for analysis are also provided along with guideline questions.

Linkugel, Wil A., R. R. Allen, and Richard L. Johannesen. Contemporary American Speeches. 4th ed. (Dubuque, Iowa: Kendall/Hunt, 1978).

These authors provide thoughtful guidelines by which ceremonial speeches may be evaluated. Excellent sample speeches are offered for analysis and expert commentary is provided.

Minnick, Wayne C. The Art of Persuasion. 2nd ed. (Boston: Houghton-Mifflin, 1968).

Several major value structures are discussed in the text.

Oliver, Robert T. and Rupert L. Cortright. Effective Speech. 5th ed. (New York: Holt, Rinehart, and Winston, 1970).

These authors emphasize the high standards which audiences apply to ceremonial speeches.

Rogge, Edward and James C. Ching. Advanced Public Speaking. (New York: Holt, Rinehart and Winston, 1966).

This text provides excellent examples that demonstrate how many speakers have satisfied the demands of ceremonial speaking.

Yeager, Willard H. Effective Speaking for Every Occasion. 2nd ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1951).

This author discusses a variety of strategies that may be useful when trying to satisfy the requirements of ceremonial speaking occasions.

FOOTNOTES

[1] Robert T. Oliver and Rupert C. Cortright, Effective Speech, 5th ed. (San Francisco: Rinehart Press, 1970), p. 444.

[2] John Wilson and Carroll Arnold, Public Speaking as a Liberal Art, 3d ed. (Boston: Allyn and Bacon, 1975), pp. 147-152.

[3] Wil A. Linkugel, R. R. Allen, and Richard C. Johannesen, Contemporary American Speeches, 4th ed. (Dubuque, Iowa: Kendall/Hunt, 1978), pp. 331-333.

[4] Lane Cooper, editor and translator, The Rhetoric of Aristotle (New York: Appleton-Century-Crofts, 1960), pp. 46-55.

[5] Elreta Alexander, "Dare to Be Your Creative Self," Vital Speeches 42 No. 20 (1 August 1976), pp. 628-632.

[6] President Jimmy Carter, "The Ever-Expanding American Dream," Vital Speeches 43 No. 9 (15 February 1977), pp. 258-259.

[7] Henry A. Kissinger, "Our Common Purposes Transcend our Differences," Vital Speeches 43 No. 9 (15 February 1977), pp. 265-267.

[8] M. F. Weisner, "The Crucial Question," Vital Speeches 42 No. 4 (1 December 1975), pp. 98-99.

[9] Barbara Jordan, "Democratic Convention Keynote Address," Vital Speeches 42 No. 21 (15 August 1976), pp. 645-646.

[10] John F. Kennedy, "Inaugural Address," Linkugel et al., Contemporary American Speeches, 4th ed. (Dubuque, Iowa: Kendall/Hunt, 1978), pp. 366-370.

UNIT RESOURCES

Permission has been obtained from the following sources. Listed in order of their appearance, these sources are sample speech fragments that have been used for analysis-level learning activities found in this guide.

1. Vital Speeches of the Day City News Publishing Co., Box 606 Southold, New York, 11971

FOR THE UNIT ON ORGANIZATION:

Susan C. Buerk, "Women's Opportunity: Starting Your Own Business," 44 No. 8 (1 February 1978), pp. 230-232.

Victor V. Veysey, "Panama Canal Treaties: A Flight Down San Juan Hill," 44 No. 11 (15 March 1978), pp. 331-334.

Chaim Herzog, "Egyptian-Israeli Negotiations: Breaking Down the Barriers," 44 No. 15 (15 May 1978), pp. 457-461.

Sig Mickelson, "Filling the Information Gap," 44 No. 18 (1 July 1978), pp. 573-576.

Farah Pahlavi, "Iran: The Preservation of Our Culture," 44 No. 10 (1 March 1978), pp. 308-311.

FOR THE UNIT ON SHARING INFORMATION:

Elizabeth B. Bolton, "Have It Your Way: Mid-Career Women and Their Options," 44 No. 18 (1 July 1978), pp. 571-573.

Jeffrey R. Holland, "To Serve the Nation: Life Is More Than A Career," 44 No. 17 (15 June 1978), pp. 533-536.

John W. Hanley, "What We Don't Know Can Hurt Us," 44 No. 17 (15 June 1978), pp. 536-539.

FOR THE UNIT ON SPEAKING TO INFLUENCE:

Kenneth R. Giddens, "The War We Are Losing: We Can Reach the Masses of the People by Radio," 44 No. 15 (15 May 1978), pp. 477-480.

R.F. Shaw, "Why Nuclear Energy! Be Thoughtful--Not Emotional," 43 No. 21 (15 August 1977), P. 648.

Robert R. Gibson, "What Can We Do About Consumers?: The Economics Education Gap," 44 No. 7 (15 January 1978), pp. 221-223.

Earl G. Graves, "Leadership Challenges in the Private Sector: What Are You Doing to Help Others?", 44 No. 11 (15 March 1978), pp. 337-341.

FOR THE UNIT ON CEREMONIAL SPEAKING:

President Jimmy Carter, "The Ever-Expanding American Dream," 43 No. 9 (15 February 1977), pp. 258-259.

Henry A. Kissinger, "Our Common Purposes Transcend Our Differences," 43 No. 9 (15 February 1977), pp. 265-267.

M.F. Weisner, "The Crucial Question," 42 No. 4 (1 December 1975), pp. 98-99.

Barbara Jordan, "Democratic Convention Keynote Address," 42 No. 21 (15 August 1976), pp. 645-646.

Elreta Alexander, "Reflections for a Graduate: Due to be Your Creative Self," 42 No. 20 (1 August 1976), pp. 628-632.

2. The Interstate Oratorical Association in Evanston, Illinois 60204

For the use of a speech by Richard Marvin entitled "Man's Other Society" which was published in Winning Orations 1961 on pages 100-102. This speech is used in part as a sample for analysis in the unit on language.

3. Kendall/Hunt Publishing Company
2460 Kerper Boulevard, Dubuque, Iowa 52001
Contemporary American Speeches: A Sourcebook of Speech Forms and Principles
Wil A. Linkugel R.R. Allen, and Richard L. Johannesen Fourth Edition 1978.

Speech by General Douglas MacArthur entitled "Farewell to the Cadets" on pages 357-362. This was used in part in an analysis level activity in the unit on language from MacArthur Memorial Library and Archives. Arthur J. Boone, Jr, Administrative Assistant, 1 MacArthur Square, Norfolk, VA 23510.

Portions of the "Inagural Address" of John F. Kennedy on pages 366-370. This was used in the unit on language and the unit on ceremonial speaking.